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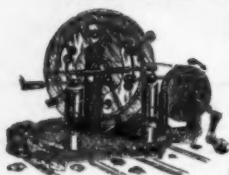
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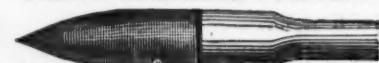
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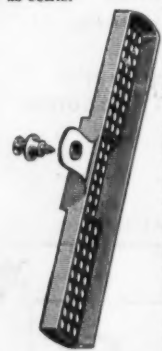
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MANY of our leading weekly papers are sorely troubled over what they are pleased to call the conflict between the graduates of manual training schools and the trades unions. For example, the Philadelphia *Inquirer* thinks that the "graduates of the manual training school will not have a very easy time of it when they receive their diplomas and go forth, tools in hand, to make their own living. They will then encounter the opposition of the trades unions, and will find that the latter look upon their school education as a very good thing in its way, but insist that their own rules must still be observed, and the youths must serve as apprentices for the specified time before they can be permitted to work at the trades they have learned."

The *Inquirer* need have no fears, for the graduates of the Philadelphia manual training school are not sent out into the world as certificated bricklayers, carpenters, blacksmiths, shoemakers, or plumbers. A graduate of a manual training school is rather more likely to study law, theology, or pedagogy than plumbing or paper-hanging, for the mental training he has received has fitted him to study a profession rather than a trade. We have few trade schools in this country. There are but two in this metropolis—the one under the care of Mr. Auchmuty, and the Pratt institute. Both of

these institutions send out skilled artisans. For example, the best plumbers in Brooklyn come from the Pratt institute, but we would not say that they are educated. The boys who study brick-laying, and the girls who study type-writing do it because they want to make a living at some hand-work occupation. They do not intend to do anything but what they are told to do, and the instruction they receive does not fit them to do anything else. Little enlargement of the mind is gained, little real education obtained, only a skill received by means of which they can keep the wolf from the door.

There is no conflict between the manual training school and the trades unions, and there never can be any, unless the spirit of foolishness takes possession of them, and they oppose all schools and all mental culture. That time can never come. We have no sympathy with the tyranny of those who keep skilled workmen out of employment, for fear the market will be over-stocked, and wages so cheapened by competition that the artisan will starve. Trades unions may become a worse monopoly than Wall street, but this is a question we do not care to discuss in these columns. We have to do with schools, teachers, and education, and not with trades and workmen. The political economist has grave questions before him, which we leave for him to settle; in the meanwhile we shall be busy urging such a broad and liberal culture in all our schools, that the rising generation will be better able than we are to cope with the complications now before us, and others certain to come.

IT isn't a broader view of education we want, but it is a view. We want to be certain we see it. A teacher said to a pupil last year, after he had explained the solution of an algebra problem, "O you don't see it at all." He was right, although impatient. This is the case with education which many people talk about, sing about, orate about, and pay for and yet don't know what it is. Well, what is it? or rather what is it not? It isn't reading and writing. There have been a great many well educated people in the world who couldn't read or write, among whom was Homer, Zoroaster, and Gautama. It is only during the last half century that there has been a wide diffusion of reading and writing. To-day, not more than five or six per cent. of the people of India are able to read and write. We do not disparage these divine arts; on the other hand, we admit that they have been the means of raising Europe from barbarism to the highest forms of civilization, but they have been only means after all. The broader view needed is not more reading and writing—more books or even more teachers, but more education. It is generally supposed that a person who can neither read nor write has no education, but this general opinion has in it a very appreciable element of error. He may have an excellent education in certain directions. The old Aztecs of Mexico could neither read nor write, yet had colleges, in which were given instruction in mathematics, astronomy, history, mythology. In addition they had a rich literature, consisting of poems, dramas, and philosophical disquisitions, yet they became educated in spite of their drawbacks, and we must become educated by means of our advantages.

Education means a comprehensive development of our spiritual, mental, and physical natures. It means facing the morning light of truth and love, and the subjection of passion to reason, and reason to the highest spiritual impulses. This is education in the highest and best meaning of the word. There is a great deal that inspires the educated person that doesn't touch the uneducated. No uneducated mind experiences the joy of discovery, or the beauty of truth, or the inspiration that comes from growth. We are parts of an unending progression. "It does

not yet appear what we shall be," but it does appear that if we get in harmony with the educative forces that have brought up the race to the position it now occupies, we shall be prepared to go much higher than any of the races have hitherto gone.

IT sounds strange to an American teacher to hear of a "Scripture knowledge examination" in a public school. It would make the average teacher here somewhat astonished to be asked, "How old was King David when he died?" or "Which psalms refer to the character and work of Christ?" There would be a breeze of no small force, in fact, somewhat of an educational cyclone, if Scripture knowledge should be required of all state school teachers in this country. Would it be well to add the Bible to our list of text-books? We think not. *The School Guardian*, of London, an organ of church schools, recently said that, "So far as we are able to form an opinion, the religious instruction given in the best of our board schools fails to co-ordinate the great truths of religion and morality." The facts of the Bible are one thing. This is what the English schools are teaching. Morals are something else, and this is what these English schools are not teaching, according to our authority. It would not help the matter to add to Bible facts the memorizing of the Apostle's Creed, and the church catechisms. A fact is all outside. It is a husk. What we want is the kernel—the meat and the real substance; and all the text-books in the world can't give this. We are slowly coming to realize that to know is one thing, and to be something else. Knowing comes from books; being, from contact with persons. Moses led the Children of Israel out of Egypt, not their sufferings. The man was the leader, and the man is always the leader. Humanity lifts humanity, and nothing else does. It is well to get down to bed-rock on this subject, and the sooner we get there the better it will be for our schools.

SOME years ago there arrived in this country a young Irishman of fine presence and education, who applied to the board of education, New York City, for a place. He secured a trial with the lowest class in the boys' department of the Thirteenth street school, subsequently Grammar School No. 35. The late Dr. Blakeman, then a trustee, immediately saw in him rare qualifications as an instructor, and unknown to him, was his constant and firm friend in the councils of the board, continually advocating his advancement, which passed him through nearly all the grades of the school till he reached what was then known as Section B, the third class from the highest. From this class he sent to the Free Academy—now the College of the City of New York—for examination, and entered, with the highest marks, four boys. This was a feat unheard of at the time, and without a parallel in the annals of the public schools, and it immediately stamped Thomas Hunter, as an instructor of the first rank.

When it was determined upon by the board of education that there should be a school for the education of teachers, of this city, the man for its head was at hand, and in his selection as president it was not that he was more thoroughly equipped or furnished than others, but that he possessed a knowledge of the science of education joined to a remarkable faculty for imparting knowledge.

Here is an example of success in teaching, coming not from influence, or the possession of the so much coveted college education, but from the pluck that comes from native talent. Thomas Hunter has gained the eminence he enjoys through the force of his indomitable will, and an intellect cultivated in the interim of hard work, and by believing in education as a science.

THOROUGHNESS.

We are progressing, or rather evolving. For example, hides are now tanned by electricity, when, in old days, when bad boys went fishing on Sunday they were tanned by birch twigs. The work was well done, though. It is a question whether in the new way we are doing some things more thoroughly than in the old days. But thoroughness is not goodness. There is an important difference between the two. We meet, occasionally, an old toper who has made drinking a business for several years, and he attends to it with a regularity and thoroughness that is wonderful. The old way of learning the Bible and catechism was thorough—very thorough, but was it good? The old arithmetic work was extremely thorough, but did the old pupils understand the reason of the processes they went through? We have more than a suspicion that they did not.

So grammar was thoroughly taught—rules, remarks, examples, all "learned," and recited, with a glibness that was wonderful. But was it thorough language work? We do not believe it was. But what is thoroughness? Not, surely, learning rules and exceptions, not memorizing, not repeating, but *knowing*. Take the steam-engine as an example. Who knows it? Not the boy who can recite the rules on pressure of liquids, the laws of the expansion of steam and hydraulics, but that jack-knife boy who can make a steam-engine, and make it go. He is thorough, no one else is. What is the most beautiful diagram drawn on the board compared with the roughest, homeliest real steam-engine, with boiler, valves, and steam-chest, that will go. The boy who can measure an acre of land accurately and with dispatch, is worth a hundred thousand boys who can tell how it can be done, but can't do it. Thoroughness consists in doing. The world has been converted a thousand times—on paper. Eloquent sermons have been preached on the grandeur of salvation, the glory of conversion, the mighty value of the immortal soul, the duty of giving all to Christ, but were they thorough? How many went to work in the church on account of these sermons? This is the test. It is one thing to sit down and feel happy, about as a clam feels happy, and another thing to get tired, poor, and sick in being thorough. There are but two centers in all this universe—God and self. God is a synonym for goodness, self is a synonym for selfishness. All thoroughness crystallizes around these two centers. So there are two kinds of people, thoroughly selfish people and thoroughly good people. The good people never think about themselves, the selfish people are always thinking about themselves. It is my hat, my book, my school, my vacation, my dress, my coat, my, my, my, *eternally my*. Are these people thorough? Very—remarkably. Are they devoted? Wonderfully. But to what? To the most unworthy end on earth or beyond it, *myself*. Don't forget it, reader; you and I are of little account here, if we are thoroughly devoted to self. There is, then, a thoroughness, and then again there is a thoroughness. Which is better? Let each reader choose. We leave the subject right here.

PROFESSOR HENRY DRUMMOND declares that the greatest thing in this world is not faith, but Love. "Love is the fulfilling of the law," declares Paul. Peter urges, "Above all things have fervent love among yourselves;" and John declares that "God is Love." After emphasizing these thoughts, Mr. Drummond proceeds to examine Paul's analysis of Love. "It is a compound thing. It is like light; you have seen a scientist pass a ray of light through a crystal prism and you have noticed it come out on the other side broken up into its component colors, all the hues of the rainbow. Paul passes Love through the prism of his intellect and it comes forth broken up into its elements,—thus he gives us what we might call the spectrum of Love, which has nine ingredients, viz.: Patience—'Love suffereth long;' Kindness, 'and is kind;' Generosity—'Love envieth not;' Humility—'Love vaunteth not itself, is not puffed up;' Courtesy—'doth not behave itself un-

seemly;' Unselfishness—'seeketh not her own;' Good temper—'is not easily provoked;' Guilelessness—'thinketh no evil;' Sincerity—'rejoiceth not in iniquity but rejoiceth in truth.'"

No doubt Professor Drummond has struck the key note of the centuries. Trust in what is good is grand, but the practice of what is the greatest thing of all—Love—is infinitely better.

THE day of judgment will find the fool as busy as ever doing his foolish work. But who should offer the prayer, "God be merciful to me a fool." Professor Boyesen answered the question, in part, the other day, when he said that "a common foolishness in our schools is the putting of the memorizing of facts in the place of work calculated to develop the mind. "This," he says, "is unquestionably the most general vice of American teaching; a vice very difficult of extirpation, because what has been roughly called the 'poll-parrot business' is identified by a good many people with education itself. One hears constantly of city schools that are studying geography or reciting history at exactly the same minute in every part of the city. The gong, the bell, and military precision in going to the class-room are good in their place, but the place is a subordinate one. The school in which the bell and the clock are the most prominent objects is a school to avoid. The learning of facts is a small part of education; the comprehension of facts is a great part of it." The result of this folly is seen in its effects upon the higher schools, for it requires them to take at least, a full year in doing what the lower schools ought to have done.

Again it is foolishness not to make our courses of study "coherent, systematic, and cumulative." If correct methods were used in teaching the modern languages every child of twelve would be able to speak and write fluently and correctly, both French and German. This could be done if there was a correct ordering and systematic arranging of teaching work.

Teaching how to study is a most important branch of school labor. The book is of no account, only as a help to study. It is least of all things important for a student to have a mind full of facts. The Gradgrinds, who have been going daft over the memorizing of facts, have been a mighty hinderance to educational progress. It is time they should be set aside, and the teacher come to the front. Boards of education and superintendents who have examined for the purpose of finding out "how much the pupils know," should be dismissed, and educators should take their places. In this way the race of fools will slowly decrease, and thus the judgment day will find a far less number of them on earth than there is at present.

WHAT a man does for others, not what they do for him, nor what he does for himself, gives him rank among the immortals. For this reason teaching is, or may be, the noblest work in the world. But it may be taken up for money, as an occupation, and in such a case a man is likely to go steadily down. He may take up farming for money, but not teaching. This does not mean that a man should not be paid, but it means that he should make the object of his life the bettering of mankind.

Is there any reason why a text-book on ethics should be as dry as dust? None whatever, yet it is a somewhat strange fact that they are the driest of all the books used in our schools. This is strange, for if there is any subject that is capable of being made concrete and significant it is ethics. The trouble is that tradition has been followed rather than common sense. The Middle Ages rule the study of ethics, and theories take the place of practice. It is not so much the object of an author on moral philosophy to make men good, as to convert them to his theory of how they ought to be made good.

THERE certainly is no good reason why a lady teacher should not marry, if she wishes to. No "board" would have the right to forbid the bans, but boards can say that they will not employ married women. So they can say that they will not employ women less than 5 ft. 5 in. tall, and weighing less than 150 lbs. They can prescribe the color of the eyes, the cut of the dresses, and the length of both ears and noses, if they want to make fools of themselves. We are prepared to believe that some boards can make themselves ridiculous, without trying very hard to do so. They can follow the example of Cincinnati, which dismissed eight married women teachers, last week, for no other offence than living with their husbands.

Two things are unlimited—the universe and education. No man can talk about the "Limits of Education" and understand his theme. As well talk about the "Limits of the Infinite." The unlimited can not be limited. The methods of an empirical system of training must of necessity be limited, but an empirical system is not, by any manner of means, education. A "preparation for complete living" has been accepted as a good definition, and it seems to be. If it is whatever prepares any human being to do his part well. This is education. School education ends—education, never.

THE question of the relation of religion to the state is foremost, just now, but its settlement depends upon the clear understanding of what religion is, and then, how it can be taught. Concerning the last point, Commissioner Harris has recently said that "the dogmatic, authoritative method is the only method in which religion can be properly taught. This should be well understood." It has not been understood in that light on the editorial pages of this paper.

WE are constantly hearing of "too much in education." The thing is impossible. As well could we have too much of anything necessary to life, health, and happiness. We can't have too much air, too much sunlight, too much water, or too much anything else. It all depends upon the distribution of these good things. It is a question of place, time, and circumstances, and not of quantity. We want all we have, but we want everything in the proper time and place.

THERE are a few places where school accommodations are not sufficient for all who wish to attend, and New York City is among these few. The fact that 5,000 pupils who are entitled to places in our public schools, are forced to remain at home is not a pleasant one for the people of this great city to look at. But it should be said that, notwithstanding this fact, there is plenty of room in some down town schools. We need equalization, and we also need to keep somewhat in advance of the demand, in order to meet our growing needs in the rapidly growing sections of our city.

A LAW has been passed in Kansas by which the districts may select and own such text-books as they choose. A quantity of text-books will be purchased for the school and placed at the disposal of the pupils, thus virtually making text-books free. This plan can be adopted by the districts by popular vote.

AN educational journal that is always valuable and always welcomed to this office is the *National Educator*, published by Rev. A. R. Horne, at Kutztown, Pa. It is more carefully read than any other educational, because it is small, and pertains specially to the work of the teacher. It is worth more than 75 cents a year.

DR. RAUB copied an article from THE SCHOOL JOURNAL into his *Educational News* and gave no credit. His attention being called to this he gives as his excuse that he did not believe THE SCHOOL JOURNAL endorsed the sentiments of the article, and that he still thinks so. It is not a proper apology for taking a copyrighted article and giving no credit.

THE educational papers have done better this year than ever before; reports from our agents are very encouraging. Mr. Lewis reports attending an institute in Kansas where the attendance was fifty; the amount of subscriptions for our journals was \$58.75. In a county in Illinois where the number of schools was 140, subscriptions to the amount of \$158.55 were taken. It has become apparent to a large number of county superintendents that the reading of our journals means an advancement of the teacher. Other papers received larger lists than before. In fact, an "educational revival" is upon us.



ALBERT G. BOYDEN, A. M.

MR. BOYDEN is principal of the State Normal School, Bridgewater, Mass.—the oldest normal school in this country, the semi-centennial of which was noticed in these columns last week. Mr. Boyden is its third principal, Nicholas Tillinghast and Marshall Conant being his only predecessors. It was Mr. Boyden's privilege to graduate from this school and take an advanced course under Mr. Tillinghast, and since that time to know more intimately than any other living person those who have made this school one of the very best among the normal schools of this country. The natural cast of Mr. Boyden's mind is thoughtful, and rather conservative. He is quiet in manner, yet decided when occasion requires. His life has passed on without much variation, very much like the life of the old New England village in which he has lived for many years, yet his instructions have been of so thorough a nature and given in such an excellent spirit that thousands of his pupils regard him as a model teacher, as well as an able scholar and a most consistent Christian.

THE CHILD.*

By COLONEL FRANCIS W. PARKER.

"The babe by its mother lies bathed in joy,
Glide the hours uncounted,
The sun is its toy,
Shines the peace of all being,
Without cloud in its eyes,
And the sum of the world
In soft miniature lies."

So sang the greatest of American philosophers. He makes the child and the study of the child the central question of the universe. The glory that shines adown the ages from the manger at Bethlehem is the light that shines in the child's soul. What is the child? I can not answer the question, or can answer it only tentatively. I have come to you as one who has lived with children (thank God) for thirty-five years, and tried with many a blunder and foolish notion to lead them into the way of life. What is the child? Don't be startled when I say the child is a born savage. I think, as time rolls on, we shall appreciate more and more the savage, and how necessary the savage life has been. The child is savage in its instincts. Whoever knew a boy (and perhaps a girl) who did not love to dig in the earth; whose childish idea was not to dig a cave in some bank and there live? I remember the cave where one little boy defied the whole world and all the savages. Or to build a tent or wigwam and live in it. The children's stories of Esquimaux or Indians are the stories that delight them; they have a profound sympathy with the stories of savage life, bows and arrows and all the implements of savage life.

THE CHILD'S LOVE OF MYTHS.

But the child comes nearer the savage in his love for myths and fairy stories. What is the myth? The shell, the beautiful shell that has brought truth to us adown the ages. Without the myth we should have very little of the past. The savage looked down to the earth and the earth said: "What am I?" and the poor savage with his untutored mind replied: "Thou art God," and worshiped it. And he looked up at the sun, and the sun said: "What am I?" and the savage bowed reverently and said: "Thou art God." And step by step this

mind that asketh, ever asketh, receives answers like unto the life that asks. "Thou art a spirit like the spirit which thou comprehendeth." The child has this spirit of inquiry; the stars are the nail holes in the floor of heaven; the doll is a fetich to the child. A stick or a bundle of rags is loved by the child; is sick or well, is dressed and undressed and put to bed, and the child talks to it and loves it as it loves its life. That is a fetich. Would you rob the child of its fetich? Would you tell it, "That is not true, little girl. That doll is only a bundle of rags"? Thank God, no philosophy has ever entered a mother's heart so terrible as that. The little child creates a world for itself, in which it lives and moves and has its being. Ah! You remember the few bits of broken plates and a shingle or two where you received company, fed them, talked to them, dismissed and sent them home. Your mind peopled the whole air with fairy forms. "That was not true," says the Puritan. It was true. It was truth coming to that child in the way God intended truth to come. What is the myth? What is this fancy? Let me tell you, because there are some with an honest but mistaken motive who would cut it off from the child's life that fancy which comes in the myth, and the story told by the cradle. Do you remember those your mother used to tell? That growth of fancy is the growth of spiritual life. Confine the child to the stern world of fact, and he becomes a very stern fact. He must live in the world beyond; he must have faith in the spiritual life.

CHILDREN LOVE NATURE.

The child is a born naturalist. There is not a child alive who does not love nature. It is a good plan for us to go back to our early childhood and see what we loved. When I was supervisor of the schools of Boston I was one day passing down a dirty alley, and in a darker alley on a doorstep was a child. I looked again and there shone through the dirt on the face of that little being a divine smile. It was the smile we see when the soul is filled with some sweet truth; so I said: "What is the cause?" and up I trudged to the little child, and there it held in its hand, as proudly as a king would hold a scepter, a little clover blossom. Tell me not that there ever was a child who did not love nature. Go through the streets of a great city with a few flowers in your hand, and the little raggedurchins will follow you saying: "Mister! Mister! Give me a flower." You have had that experience yourself, no doubt. I will tell you of a boy, and he is something of a boy yet, born on the hills of New Hampshire, and apprenticed on a rocky farm to learn to farm, where the old story is that they sow wheat with a rifle and sharpen the sheep's noses. That is very old and very mythical. That boy studied nature from the plants on that old farm, and learned every kind of grass—timothy, red-top clover—and to-day he can hoe in his little garden patch and always kill the weeds, because he knows them when he sees them, and when he travels on the continent in Europe he can say: "That plant was on the old place; that was not." That is, he studied botany. And he studied zoology and knew the birds, every bird in the woods, and he has climbed up eighty feet after a crow's nest and then wondered how in the world he was going to get down. And he hunted woodchucks, and I remember once he made a slight mistake in regard to a woodchuck. He studied mineralogy, and if you were to look at his hands to-day you would see the marks made in his study of mineralogy. He studied physics in a logging camp and at plowing; in fact, the constant activities of that boy were directed to these great secrets of nature in an elementary way. And he went to a school where every boy had ringing in his ears: "Knowledge is power, if you would succeed, win knowledge." He took his dinner in a tin bucket and trudged through the snow to the little school-house at the cross-roads. Who met him there? A man who knew him, who could look into his soul through his eyes? Ah, no! Well, a man; well, he has to call him a man now. If he has to meet him in the great hereafter he trusts that that meeting will be a short one. That little boy wanted to learn to draw, as every boy does, and he drew on his slate a picture of that schoolmaster. He wore a swallow-tailed coat, and when, with an artistic flourish he was putting the buttons on the coat tail (for he wanted to put in the very last thing), that man drew something upon him, and that boy never drew again; that splendid tendency of the mind to act was closed forever by the ignorance of that teacher. That boy can say of him that a spontaneous tendency toward beauty and goodness was closed by that man, that teacher, so far as possible, forever. If he had said to him: "My boy, what you have learned on the farm of plants and animals and physics, that is power. Find out

more." Then love would have lit up that old school-house for that little boy into a blaze of glory and made that farm a little heaven for him. But no. He taught school for twenty long years before he had a suspicion that the work done on the farm was the best part of his education.

WHAT IS THE WORK OF THE TEACHER?

To recognize what is good is the work of the teacher, and there is no human soul in existence in which some divine life and light may not shine. You have seen the so-called bad boy. I have sometimes said there were no bad boys, and teachers have been very much shocked. We were discussing bad boys once in an institute I held in Estes Park, in the Rocky mountains, and talking about the treatment of so-called bad and dull boys. My dear teachers, when you look into the child's soul with a prayerful desire to find the good that is there, and awaken it into life, you will find it just as sure as there is a divine nature to lead you, and you will find the remedy. Look at the child and not the results to be obtained externally. One teacher told of a boy who came into the school-house and crouched into a corner with a sullen, dogged face. What did that mean? Some teachers would say: "That is a bad boy. I shall have to whip him." What does that crouching, cowering attitude mean? Nothing very bad. It means: "Nobody cares for me, and I care for no one." He went into the school-house hating arithmetic and grammar, but the teacher said: "I will find that child's soul; find the spark and awaken it to life." And she found it. She knew the boy loved to fish, and loved birds, and searched for them on the Platte river, so she got the conversation directed that way about birds and fish, and at last she saw that he began to look up, and she said: "John, do you know anything about the fish in the Platte river?" Now he did not say this, but this is what came into his soul: "Know about the birds and fish? Why, is that knowledge? Is that what school is for? Yes, I do know," and the spark was fanned into a flame, and a man sat there in the image of his Maker. Find that spark and often you will find it is in some deep love the boy or girl has for the study of nature. It is sometimes well for us teachers who are burdened with work, and who have our routine to follow day after day, week after week, to look up and see something brighter and higher.

(TO BE CONTINUED.)

THOSE BAD BOYS.

There are two classes of boys for whose evil tendencies there are at present no adequate remedies. These are truants, or those who, against the will of their parents, absent themselves from school after enrollment, and those who, with or without parental consent, are growing up in idleness and vice. The former class is most likely to engage the attention of the teacher; the latter, of the philanthropist. The difference between them is simply one of degree, usually merely a question of time. Truancy is so nearly always a first step in the downward career of those who at length constitute our criminal class, that I might almost say, "No truants, no criminals." A truancy may range in demerit from a thoughtless loitering to see a parade, to deliberately leaving home and seeking the worst companionship, defiant of a father's authority, insulting a mother's tears. In point of fact, these cases I have detailed do thus range. A considerable portion of those truant but once are truant once only, because they have not returned to school at all.

Some of these boys were born bad; some in the rude riot of a passionate nature have fallen into evil courses, and those having the elements of the strongest manhood are drawn down to the worst criminality; some are bad from association—they have fallen under the influence of a stronger arm or a stronger will, and are carried along in a current from which they know not how to escape. Vicious men tempt them. A parent told one of our teachers he could keep his boy in school if it were not for the men who enticed him into saloons. Parents instruct many children in the ways of crime, but most bad boys have become such from lack of parental control. Parents are too busy to attend to their children, too weak to contend with their boisterous strength. Many, especially of foreign birth, are not so sharp as their children, whose wits are rendered acute by the encounters of the streets, and hence are unable to maintain discipline. With the better classes the cause of truancy and incorrigibility is, more often than otherwise, divided counsels in the parental management. The father is good

* Address delivered before the Texas State Teachers Association at Galveston, reported by the Texas Journal of Education.

natured and easy-going, and laughs at the anxiety of the mother as to the conduct of the child; or the father is strict and the mother indulgent, and pities the little fellow, shows her sympathy, and thereby convinces the boy that the father is a monster of injustice. The boy is then beyond any influence from the father but the influence of force. The mother shields the son, deceives the father as to his conduct, and henceforth his ruin is merely a question of time enough for such seed to bear fruit. To trace the orbits of these planets from the school-room as a center of observation is not difficult.

The teacher notices a listless inattention, a vacancy of mind, the result of wandering thought. The boy's body is in the school-room, his mind evidently not. This idle spirit becomes in steady progression, peevish, irritable, ill-tempered, insubordinate, defiant. The next stage in the development of the disease is truancy. With some boys this second stage comes before the temper has soured to the point of insubordination. This is the last stage at which the remedial skill of the teacher can be applied, and unless some effective remedy reaches the case at this point, the boy's moral constitution and life prospects are alike ruined. This is the outward manifestation. The inner mental workings of the boy's mind are somewhat as follows: The restraints of the school-room are contrasted with the freedom of the streets. The boy desires to show his prowess; on the streets he can do it in a way natural and spontaneous; in the school he gains credit from teacher or fellow pupils only as he evinces aptitude and grasp, which require steadiness, self-repression, and some degree of plodding industry. This boy is one of those whose mind and body both resist any steady draft upon them. His mind dwells upon the jokes, the strange tastes, the mysterious hints, of companions of the streets better posted than himself. He goes out to places of low resort evenings, and ruminates days upon what he has seen, and contrives how he may get the money for another night. Of course he fails in school, and continues to fail. He cannot respect himself on the ground where he is continually defeated. Of course he is cross, and comes to look upon the school as a prison from which he must escape. He does escape. The schools lose sight of him. His parents follow him up; if not his parents, at length the police.

How shall the schools deal with such cases? Unless you have dwelt in thought upon the mode of life, the characteristics, the habits, the acts, and the destiny of these youths, you cannot appreciate the great work that our schools are doing, and the greater work they ought to do for our youth. To prevent this evil growth is wiser, more economical, and more becoming an intelligent and humane community than to suffer and to punish the results of it. The influence of the ordinary school is refining and elevating to the lower natures assembled in it. It exercises control, and some sort of subjection, not to say subjugation—is an absolute essential to the right development of any child. Good habits are formed—habits of punctuality, industry, and self-control. Truthfulness, forethought, patience, politeness, kindness, are inculcated, and so far as possible, made habits of mind by the school in its daily workings. The thoughts are drawn to better things than occupy many of the pupils the remainder of the day. Pupils in the schools are withdrawn from the influence of the majority of bad boys, and come under the influence of the good boys—those whose impulses are mostly right.

A ROAD TO PRISON.

At one of the sessions of the National Prison Association, recently convened at Saratoga, Warden Brush, of Sing Sing prison, made the statement that "one cause greater than any other, that leads to prison, is disobedience in the family."

The disregard of parental authority by American families is proverbial. It has been the theme of jeremiads and satires innumerable, and has come to be regarded as a national trait. "Honor thy father and thy mother" has been practically eliminated from the Decalogue of the boy and girl, and son and daughter have been mentally substituted. There may be a humorous—not to say grotesque—aspect to this reversal of the natural order of things; but awful possibilities of danger lie in a subversion of the principles of family government. It is no kindness to a child to suffer it to "gang its ain gat" in pursuit of every childish whim. Very often such mistaken lenity has proved, in the end, the harshest cruelty. "Some time in life," said Mr. Brush, in the course of his remarks, "every one must learn to obey." But children—most children—will not learn to obey

unless they are required to obey. And here the duty of the parent becomes plain. If it be even half true that disobedience is one of the chief of the causes that lead to crime and to prison, it is a terrible responsibility that over-indulgent parents assume.

We are by no means in favor of an iron sternness of rule in the family. Prison discipline is out of place there. The law of love should underlie all home government. But disobedience should no more be allowed than profanity or falsehood. A child who says "I will" or "I won't" in opposition to the will of the parent, should be quickly taught, in the gentlest way possible, but thoroughly, that it must yield to authority. There need be no harshness in this; generally there need be no resort to the literal "rod of correction." A child may be very early taught how to obey, and the habit of obedience, once acquired, will make the enforcement of family government a comparatively easy task. But obedience should be among the things required. When one of our most experienced prison officers stands up in such an assemblage as that gathered at Saratoga, and says that disobedience to parents leads to prison, the warning should not fall upon unheeding ears. The best of home training may not suffice to save every wayward child from evil courses and the prison bars; but the neglect of it has often been followed by consequences disastrous and heart-breaking.

HOW TO SECURE ADVANCEMENT.

Every human being who knows of something better than he has, wants that better thing; nor is this desire wholly confined to human beings. We aspire, we strive. This effort causes progress, causes civilization; it is at the bottom of the historical movements of the human race.

The teacher who has a narrow horizon desires a wider one; it is right that he should. The teacher who gets \$20 per month wants to receive \$30, \$50, and possibly \$100. It is right that he should strive to get all the money he earns. That he should strive to be worth more every day whether or not he gets more compensation—is truly noble; and, as a fact, the one who is worth more than the money he gets is pretty sure to be advanced to a more remunerative position. Those who are striving to be paid more money should strive to be worth that money.

But there are other things:

1. A teacher in a small suburb of Albany, where the parents were mainly foreigners, was paid a very small sum of money. He labored until he had brought his school into a state of efficiency, and then asked some citizens from the city to visit the school. They were pleased; through these he then got a member of the city school board to pay a visit. This man expressed his satisfaction, and then the teacher applied for a principalship in the city; when a vacancy occurred he got it.

He did good work and put that work on exhibition. This was the means he took to get a good position, and it was a just means. Thousands demand a good position and have nothing to back up the demand with.

2. A teacher was employed in a country school at a very moderate salary. She determined to be paid more, and put out extraordinary efforts to make the school a good one. All the parents were pleased; very many were induced to visit the school. The teacher asked the visitors to write their views of her efforts, and putting these with the testimonials of her teacher and the school officers, sent them to a school board of a town where there was a vacancy. The school officers were struck with the testimonials of over forty parents, and gave her the position.

Here again the teacher did good work and relied on that work as the means of getting her a better position.

The great thing is to resolve to do good work. Nor is this so very easy. It is the art of arts to work well; it requires persistent study. Excellence does not come with a single effort. The foundation is a knowledge of the child; it is generally supposed that it is a knowledge of the text-book. The teacher should begin at once to investigate his stock of child-knowledge, or perhaps we should say mind-knowledge. What does the teacher know about mind?

Along with this constant study of the pupils, there must be an extension of knowledge concerning the eight great divisions of knowledge: (1) earth, (2) self, (3) people, (4) ethics, (5) doing, (6) numbers, (7) things, (8) language.

Each of these has several divisions, for instance, take that of "self." There will be the division of anatomy, physiology, hygiene, psychology, gymnastics, calisthenics, music, manners, habits, sociology. Each will need investigation; each may have its division.

Then again, supposing the teacher to be sure he is worth a better salary, he must, as in the instances given above, employ the right means to let his worth be known. Shall he apply to a teachers' agency? Certainly, if he knows of a good one. But he will find the agent will scan him as closely as any one; he will want to be sure that the one he aids to get a place is worthy of that place. This is often forgotten.

As final advice, it is said to all: "Become worthy of a good position, and then use all honorable means to get that position."

THE SCHOOL ROOM.

Sept. 20.—SELF AND PEOPLE.
Sept. 27.—DOING AND ETHICS.
Oct. 4.—LANGUAGE AND THINGS.
Oct. 11.—EARTH AND NUMBERS.

MANNERS.—POLITENESS.

"Manners make the man." So the proverb says, and it tells a good deal of truth. "Not all the man," you say. Yes, that is so—not all the man, but a good deal of him, and a good deal of the child also. Did you ever know of a polite, kind, mild boy or girl who was a bad child? Never. *Impoliteness is the fruit of selfishness.* Think of this statement. It is true. Goodness does not mean weakness. It is no recommendation to a child that he is mild. He may be a mild idiot, but if he is active, healthy, and polite, you may be certain he is good. Here is an example:

A boy of twelve was playing ball at noon. To an outsider he might have appeared to be rough. Let us see if he was. A little girl was passing by, when a ball hit her on the arm so hard that she cried bitterly. This boy stopped his play, sat down by the girl, spoke kindly, then lifted her up and went with her several rods on her way home. The game stopped until he came back. Nothing was said, but what did it show. Helpfulness, and what is thus shown but politeness. Another incident:

This summer at a fashionable resort, a young man, elegantly dressed, was sitting on the hotel piazza talking with several well dressed young ladies. Just before him an old lady was passing with a basket of provisions on her arm. All at once she slipped, stumbled and fell, spilling the contents of the basket over the dirty, wet street. Quickly this young man was at her side, lifted her up, helped her pick up her provisions, and started her on her way. She thanked him cordially, and he returned not to the young ladies, but to his room to change his clothes, which had become soiled by contact with the dirt of the street. In a few minutes he was back again as good as before and far happier. *This man was polite.*

How can good manners be promoted in the school-room? Chiefly by example and story. Tell these two stories. Find others like them, and tell them. Be polite yourself, which means be helpful. There is nothing tells in this world towards politeness more than *helpfulness without expectation of reward*—helpfulness in arithmetic, geography, language; in fact, everywhere. A few hints to young teachers may be of use to some who wish a few helps:

1. Ask some of your pupils to help you, first in doing work they like to do, and then ask them to help you to do some things they may not like to do as well. The principle is this. Self-sacrifice always leads to kindness of feeling, and this to politeness of action. Real politeness always shows some degree of self-sacrifice.

2. Read examples of self-sacrifice. Talk about them. Ask questions, and then get your pupils to read examples to the school. Let them be talked about. There are many incidents that can be talked about, many of which can be clipped from papers. An excellent one is often told about Sir Philip Sidney, in old chivalric days.

HEALTH.

The beginning of a new year is just the time to do two things:

Arrange health-giving conditions.

Remove causes of sickness.

The first is constructive, the next destructive and may need to come first. A few points are the following:

The condition of out-houses.—The character of the drinking water. Notice the situation of the well or spring, and if possible analyze the water. Its color, odor, and taste will be some indication of its nature.

But often when these fail of giving any evidence of impurity, the water will be found to be bad. Half a dozen easy ways of testing the character of water should be known by every teacher. These have been given in *THE INSTITUTE* and will be republished if requested.

Ventilation.—Impure air kills more people each year than the railroads and small-pox put together. But in getting bad air out, be careful that children are not exposed to drafts of cold air. Put a jacket around the stove open below and above, and then admit fresh air under the stove. The amount of this air must be regulated by a hinge door, that can be opened and closed by a cord hanging by the teacher's desk. The opening of windows at the top is in common use, but this is open to the objection that drafts of cold air are likely to blow upon the heads of the pupils.

The means of cleanliness should be at hand. Wash-basins, clean towels, soap, and an abundance of water, are as necessary in a school-house as in a dwelling-house. In the future perfect school each pupil will have his own comb, hair-brush, clothes-brush, and shoe-brush. These will be kept in a box locked by the pupil owning it. There are frequently times during the day when children should wash their hands and faces, and brush their clothes. The means of keeping in a presentable condition should always be at hand in every civilized house. There are certain articles every man, woman, and child should himself own, and which but he alone should use. Among these is a tooth-brush, a comb, a hair-brush, a shoe-brush, and a clothes-brush.

The world is coming to look upon a school as a little world, containing all the appliances needed as a preparation for the greater world.

THE ELECTION OF OFFICERS.

(This conversation took place in a village school; it was in the advanced department—the third and fourth reader classes. Questions that could not be answered were noted by the pupils and they made inquiries. At another time these were taken up. It was not a telling exercise; the idea was to set them to observing.)

Do any of you know of any one that is elected to an office?

"Mr. R. Handy is constable; he is elected."

What does he do? For how long is he elected? Does he get his living by performing his constable work? Can he go into the next township and serve papers? Can he go into the next county? "No." Then he is a township officer; let us see what officers we have in this township.

Can you tell me of any other officers?

"Mr. Barnes is justice of the peace."

Yes; there are four justices. Do you know what these men do? Do they get their living by their work as justices of the peace? How often are they elected? Why are they selected for election, do you suppose? Can any one run for the office?

At what time are the constables and justices elected? What relation has the constables' work to the justices? Who has ever attended a justice's court? Can all kinds of cases be brought before a justice? For example, can he try a man accused of murder? or of forgery? or of arson? Suppose a man owed \$1,000 and would not pay it, can the justice try the case? How are they paid for their services?

How is the constable paid? What is his duty? Suppose in the trials juries are needed, who summons them? Suppose you were present and saw some act done and there should be a trial before the justice, what would you be in the case? "A witness." Who would summon you to come to the trial?

(In some townships there are trustees; in others a supervisor is chosen; in this it is supposed that the officer is called a supervisor.)

Who takes care of the business of the town? Who sees to the bridges?

(There are road supervisors, "pathmasters," etc., in all towns.)

Who has charge of the road that goes by the school? When was he elected? Does he receive a salary?

Who does the work on the road?

Who keeps account of things that are done by officers in this town? "Town-clerk." Who is town clerk? When was he elected? For how long? What does he do? Where is his office? Who has been there? Who has seen his name on any papers?

Who determines how much tax your parents shall pay? "The assessor." When was the assessor elected? Who is assessor? Who knows for how much his father's property is assessed? What kinds of property are

there? "Real and personal." Which is real? Which is personal?

Who collects the tax? "The collector." Who is collector? What does he do with the money? As he gets a good deal of money ought he not to give the people some security? Does he?

How rich is this town? How many school districts in this town? How many people in this town?

How many children of school age in this district?

How many trustees in this district? What are their names? What are their duties? Who is to see to the repair of the buildings? Who hires the teachers? Who can be hired as a teacher? "Only those having a certificate." Who gives a certificate?

Is there any other officer in this town? "Postmaster." Yes; is he a state officer? How does he get into office? Is he elected? "No; appointed by the President of the United States." Then he is not a state officer.

Is there any other officer? "Mr. Williams is a member of the legislature." Yes; he is a state officer; all except the postmaster that we have talked of are town officers: the school trustees, however, are district officers. When was Mr. Williams elected? What does he do? Where does he go? How many such legislators or law-makers do we have in this state? Do you know of any law they have made?

Is there a law against stealing? Against murder? What is done if a man breaks a law? How many have seen a jail?

What is done with poor persons? (In some states there are "overseers of the poor;" in others, these are cared for by the supervisors or township trustees.)

These lessons should occupy not less than two weeks. The great object should be to get the pupils to study the machinery of government about them.

CUSTOMS, HABITS, ETC.

(The teacher may gather many instances of the way in which people live and act, and use them as the basis of "talks." The following are examples.)

The Greenlanders use no salutation, believing all men equal, and none deserving of any special mark of respect. They only laugh when they see a European uncover his head and bend his body before one whom he considers his superior. It is said also that neither the Hottentots, the aborigines of Australia, nor the Bosjesmen (the three lowest types of the human family), have any mode of salutation.

In the Sandwich islands persons desirous of going into mourning paint the lower part of their faces black, and knock out their front teeth. Captain Cook, in his "Voyage to the Pacific ocean," says: "Scarce any of the lower people, and very few of the chiefs were seen who had not lost one or more of their front teeth, and we always understood that this voluntary punishment was not inflicted on themselves from the violence of grief on the death of their friends, but was designed as a propitiatory sacrifice to Eatona, to avert any danger or mischief to which they might be exposed." Since the conversion of the majority of the islanders to Christianity, these and other barbarous customs have to a great extent died out.

There are no prisons in Iceland. The history of the nation, extending over one thousand years, records but two thefts. The Icelanders claim to be the freest people on earth, doing just as they please, and interfering with no one else. Of the two cases of theft mentioned, one was by an Icelander who had broken his arm, and whose family in the winter were suffering from want of food. He stole several sheep, and was finally detected. He was at once put under medical care for his injury, provisions were furnished for his family, and in time he was given work; the stigma attaching to his crime was considered sufficient punishment. In the case of another man who was detected in malicious theft, he was ordered to sell all his property, restore the value of his thefts, and leave the country or be executed. He left.

Animal worship still exists in certain parts of Africa and India, although owing to missionary efforts, it is decreasing. At Fishtown, on the Grain coast, monkeys are objects of worship; at Dixcorie, on the Gold coast, the crocodile; at Papo and Whidah, on the Slave coast, a certain kind of snake; at Calabar and Bonny, the shark; and at Cape St. Catherine, the tiger. Apes were worshiped by the Babylonians and Indians, as well as by the Egyptians; the ape god, called Hanuman, is held in great veneration in Hindostan. In Japan, the ape is worshiped, and temples erected in its honor.

SUPPLEMENTARY.

The teacher will find material here to supplement the usual class work. If rightly used it will greatly increase the general intelligence of the pupils, and add to the interest of the school-room.



HELEN HUNT JACKSON.

FIRST PUPIL.

Helen Hunt Jackson was born in the town of Amherst, Mass., Oct., 1831. Her father was Nathan W. Fiske, professor of languages and mathematics in Amherst College, and from him she inherited her vigorous brain. She was left an orphan at the age of twelve, and lived with her grandparents. Her education was received in New York, at the school of the Rev. J. S. C. Abbott, the author.

SECOND PUPIL.

At twenty-one she married Captain Edward B. Hunt, and lived at West Point and Newport. Much of her time was spent in fashionable society, where she was a general favorite. But her bright prospects were suddenly clouded. Major Hunt was killed while experimenting with a submarine gun of his own invention. Only two years later Mrs. Hunt lost her two-year-old boy. For months she shut herself in her room, refusing to see her nearest friends. After a long struggle her strong nature conquered her grief, and she was the same cheerful woman as before.

THIRD PUPIL.

Mrs. Hunt's literary career began in 1866 when her first poem was printed in the *Nation*. It was entitled "Lifted Over," and it was widely copied, many bereaved parents being comforted by it. From this time until her death she was constantly engaged at her work. A year was spent in Germany and Italy and resulted in some charming books of travel. In 1870 a book of "Verses" was published. Emerson thought her poetry above that of all other American women, and most American men.

FOURTH PUPIL.

Eleven years after the death of Major Hunt she married Mr. William S. Jackson, and after that her home was at Colorado Springs. She was passionately fond of flowers, and the house was always filled with different varieties. Two novels were written in her Colorado home, "Mercy Philbrick's Choice," and "Hetty's Strange History." But her greatest work was yet to be done.

FIFTH PUPIL.

For a long time she had wished to help the Indians, and she resolved to write a book setting forth their wrongs. So she left her home and spent three months in the Astor Library in New York, where she wrote "A Century of Dishonor." At her own expense she sent a copy to every member of congress. As a result of her faithful study she was appointed special commissioner to investigate the condition of the Mission Indians in California. Several able articles on the subject were published in the *Century*, and her report was wonderfully clear and accurate.

SIXTH PUPIL.

In 1883 she began to write "Ramona," into which as she said, she "put her heart and soul." The book was at once reprinted in England, and was very popular. She

hoped to do for the Indian what Mrs. Stowe did for the negro; but her work was never finished. Malarial fever took hold of her, and she was carried to San Francisco, where she died, August 8, 1884.

SEVENTH PUPIL.

She knew that death was coming, but she did not fear it. Her only regret was that she had not accomplished more. Four days before her death she wrote to President Cleveland, sending him thanks for what he had done for the Indians, and asking him to read her "Century of Dishonor." She was buried near the summit of Cheyenne mountain, in a spot selected by herself, and on her grave friends laid clover-blossoms, the flowers she loved best.

SELECTIONS FROM HER WRITINGS.

Like a blind spinner in the sun,
I tread my days;
I know that all the threads will run
Appointed ways;
I know each day will bring its task,
And, being blind, no more I ask.

But listen, listen, day by day,
To hear their tread
Who bear the finished web away,
And cut the thread,
And bring God's message in the sun,
"Thou poor blind spinner, work is done."
—From "SPINNING."

Bending above the spicy woods which blaze,
Arch skies so blue they flash, and hold the sun,
Immeasurably far; the waters run
Too slow, so freighted are the river ways
With gold of elms and birches from the maze
Of forests.

—From "OCTOBER."

The lands are lit
With all the autumn blaze of golden-rod;
And everywhere the purple asters nod,
And bend, and wave, and flit.
—From "ASTERS AND GOLDEN-ROD."

MONTH OF OCTOBER.

- Oct. 3.—HARRIET HOSMER, b. 1831.
Oct. 8.—E. C. STEDMAN, b. 1833.
Oct. 10.—HUGH MILLER, b. 1802.
Oct. 29.—JOHN KEATS, b. 1795.

The above is designed to be put upon the blackboard in time to allow the pupils to look up something about each.

Harriet Hosmer, a distinguished American sculptor, born at Watertown, Mass. She spent most of her time out of doors, fishing, gunning, and romping, and so built up a fine constitution. At an early age she showed a taste for sculpture, and to prepare herself for her work studied anatomy with her father, and later at the medical college at St. Louis. In 1851 she modeled her "Hesper," on which she worked eight or ten hours a day with a wooden mallet weighing over four pounds. After this was finished Miss Hosmer went to Rome to study. For seven years she remained abroad, working in a little room that had once been used by Canova. Her statues have been placed in public and private buildings in both hemispheres, and have brought her a fortune as well as fame.

Edmund Clarence Stedman is known as a banker, poet, and critic. His first poems were contributed to the *New York Tribune*. During the late war he acted as war correspondent for the *New York World*. His volume called "The Victorian Poets," proves him to be an excellent critic and prose writer; but his reputation rests chiefly upon his poems. Some of the best of these are, "The Doorstep," "Pan in Wall Street," "At Twilight," and "Alice of Monmouth."

John Keats, a famous English poet, was born in London. He was apprenticed to a surgeon, but preferred poetry to medicine. His first poems were severely criticised, and perhaps this affected his health, which was always delicate. Shortly after the publication of his third volume he went to Italy, and died at Rome, February 27, 1821. His grave is close to Shelley's, and tourists visit it as a shrine. The longer poems are "Endymion," "Lamia," and "Hyperion," the latter somewhat re-

sembling Milton in style. Some of his shorter poems have never been surpassed for beauty and melody. Perhaps the two finest are the "Ode to a Grecian Urn," and the "Ode to a Nightingale," which is a fit companion-piece for Shelley's "Skylark." "The Eve of St. Agnes" is a favorite with many readers, though perhaps the "Ode to Autumn" is the best known of his poems.

Hugh Miller, an eminent Scotch geologist and author was born at Cromarty, on the east coast of Scotland. He began to study geology while a boy working as a mason. Some of his best known works are "Old Red Sandstone," "Footprints of the Creator," "My Schools and Schoolmasters," and "Testimony of the Rocks." They are very valuable, both from a literary and a scientific standpoint.

ILLUSTRATIVE STORIES.

(These anecdotes may be used by the teacher to illustrate perseverance, bravery, kindness, etc.)

There was a New England boy who was very fond of reading. But he was often interrupted by his school-mates. So he built himself a hut in a swamp on his father's farm, and then neither boys nor cows could disturb him. In this lovely place he read such books as "Locke on the Human Understanding," wrote compositions and studied nature. His name was Jonathan Edwards, and he became a great theologian.

A little boy, the third of seven children, lived in a little unpainted house in New Hampshire. He read the Bible and "Pilgrim's Progress" through before he was six years old, and when a little older had borrowed and read every book in the neighborhood. A few pennies were earned by selling nuts, and with this money he bought a copy of Shakespeare and Mrs. Hemans' poems. He determined to become a printer, and when fourteen years old began to set type in a newspaper office. The other apprentices made much fun of him on account of his poor clothes, but he never answered their unkind words. He worked at his trade and studied in every spare moment, until at last success came to him, and he was the editor of a great paper. His name was Horace Greeley.

A very large woman fell from a dock in an Italian town. A crowd of men stood by, but no one dared jump in after her. There was one boy who was not afraid, and he jumped in and held her up till some one stronger took hold of her. Everyone thought the boy very brave, but very reckless, for he ran great risk of being drowned. In his after life he showed the same traits. He was so quick in his movements that no one could tell when he would make an attack with his red-shirted soldiers, and sometimes so indiscreet that his fellow soldiers had reason to tremble for what he did. But withal, he was so brave that everybody regards him as a hero. His name was Garibaldi.

When Florence Nightingale was a little girl she used to make friends with animals, and even the shy squirrels would let her pet them. An old shepherd had a sheep-dog named Cap, and this dog was a great favorite with Florence. One day she missed the dog and asked the shepherd where he was. "O," said he, "I'll never have any more use of Cap. I must hang him to-night, poor fellow. Some wicked boy threw a stone at him and broke his leg." "I don't believe his leg is broken," said the little girl. "Perhaps it is only bruised. Let me see Cap." So she coaxed a friend to go with her, and while he examined the dog's swollen leg, she patted him and kept him quiet. She nursed Cap faithfully for several days, bathing and bandaging his leg till at last he was well again.

John Greenleaf Whittier, the poet, was always very fond of animals and very careful not to injure them. Once, however, he tied a string to a little turtle and hung it on the bough of a tree over a brook, to see if it would escape. He forgot all about the creature for some time, and woke up one night heart-broken with remorse over his act, and was only satisfied when he discovered that the turtle was no worse for his prank.

When Thomas A. Edison was a newsboy he published a small paper called "The Grand Trunk Herald," which he printed on the cars. It had quite an extensive sale among the employees of the road, and had the distinction of being the first journal ever printed on a railway train. Stephenson, the great engineer, was so pleased with the little fellow's pluck that he ordered a special edition for his own use.

OUR TIMES.

IMPORTANT EVENTS, DISCOVERIES, ETC.

NEWS SUMMARY.

SEPTEMBER 9.—Kurds set fire to the Armenians' crops near Bitlis.—Premier Macdonald not in favor of excluding the Chinese from Canada.

SEPTEMBER 10.—A Portuguese journalist advocates the union of Spain and Portugal.—The tariff bill passes the U. S. senate.

SEPTEMBER 11.—Heavy storms and many disasters at sea.—The failure of the Irish potato crop reported to be greater than in 1879.

SEPTEMBER 12.—The *Baltimore* with Ericsson's remains on board arrives at Stockholm.—Floods from New York to Texas; snow in North Dakota.—A squeeze of the money market leads many people to petition the treasury department for relief.

SEPTEMBER 13.—Death of Sir William Hardman, editor of the *London Morning Post*.

SEPTEMBER 14.—Vast beds of petroleum found in the Athabasca valley in Canada.

SOME LEADING QUESTIONS.

There are certain matters that are now under discussion in this country and are likely to be for some time to come. One of these is the tariff, which has been before two congresses. What is meant by a tariff? What would be the result if trade restrictions were made between the states? What benefits would we reap from reciprocity with Canada? What are the periods of low and high tariff in the United States? Compare the tariff now with that of 1860. Why was it increased? Should it be retained? The money question is also prominently before the country. A large number of people favor the free coinage of silver, and congress recently passed a law for the purchase and coinage of this metal. What is meant by bi-metallism? What different sorts of money are there? Watch the papers for developments of the silver question. There has been much dispute over the rights of the United States and Great Britain in Behring sea. Any new developments should be closely watched. The question of honest elections has been very prominent. One party claims that colored men are kept from voting in the South, and the other that money is used corruptly, and that working men are intimidated in the North. Why should we have honest elections? What is the Australian method of holding elections?

GREAT BRITAIN AND VENEZUELA.

It is clear that Great Britain intends to hold possession of Point Barima at the westerly end of Barima island at the mouth of Venezuela's great river, the Orinoco. The dispute about the boundary line between British Guiana and Venezuela is one of long standing. By the treaty of Munster in 1648 Spain recognized certain conquests of the Dutch in Guiana that had formed part of the captain generalcy of Caracas. Venezuela, in 1810, inherited by her independence the rights of Spain, whatever they were, and Great Britain, in 1814, the rights of the Dutch to the colonies of the Essequibo, Berbice, and Demerara. But even in 1691 an extradition treaty of the Spaniards and the Dutch spoke of the Orinoco colonies as belonging to the former and the Essequibo colonies as belonging to the latter. Lord Granville intimated that England would accept a line twenty-nine miles east of the Barima river. It is unfortunate for Venezuela that the offer was not accepted, as there is danger of delay in dealing with a stronger power. Now she asks for arbitration.

SIBERIAN EXILE SYSTEM.—John Thomas, an American sea-captain who has just arrived from Siberia, describes the horrors of the exile system. He saw a large party of exiles of all ages, heavily manacled, on their way to Saghalien island. A few old men, whose strength gave out, fell from exhaustion. The brutal driver, acting under orders from his superior, shot the unfortunate men and removed their chains. A heavy whip was used to drive the exiles on. What are the nihilists?

ENGLISH CUSTOMS RULES.—The rules requiring a search of the baggage of all passengers entering the United Kingdom has been relaxed. It was adopted during the scare over the London dynamite explosions. Officers may dispense with the examination of handbags, rugs, and parcels, and may or may not open trunks as they are disposed.

DR. HOLMES' PRESENT.—One of the presents received by Dr. Oliver Wendell Holmes on his eighty-first birthday was a gold-lined silver spoon, the handle of which bears a witch on a broomstick, the word Salem, and the emblematic witch pins crossed. It came from a lady as a token of Dr. Holmes' latest poem, the "Broomstick Train." Mention some of his poems.

THE TELEPHONE.—Arrangements have been made to connect London and Paris by telephone. Describe the telephone.

CANON LIDDON'S DEATH.—The Rev. Dr. Henry Parry Liddon, canon of St. Paul's cathedral, died Sept. 9. He is said to have once greatly offended the Queen, at Windsor, by adopting the manner of the French bishops when preaching before a sovereign and addressing her as

"Madam." He was once offered a bishopric, but declined it.

A MASTODON'S BONES.—While a man was digging a ditch in the southern part of Platt Co., Ill., he found, at the depth of three feet, a mastodon's bones. The tusks were twelve feet long and ten inches in diameter. The mastodon was twelve feet tall, eighteen feet long and seven feet and five inches in circumference, making one of the largest animals of its kind ever discovered in America. When did mastodons live?

A DARING AERONAUT.—An aeronaut lately announced that he would ascend to the height of 1,000 feet from a park near Berlin, mounted on a horse attached to his balloon instead of a basket. Before he could give the word for the ropes to be let go the police interfered. He then ascended to a considerable height and descended by means of a parachute.

AN ESCAPED ALLIGATOR.—One of W. J. Arkell's alligators escaped from him in Canajoharie recently. Half a dozen men started after it with guns. It is thought that it went to the Mohawk river, as they could find no trace of it. Where do alligators come from?

GENESEEO'S CENTENNIAL.—Geneseo celebrated the centennial anniversary of its settlement. By whom was New York state principally settled?

RUSSIANIZING FINLAND.—Several editors in Finland have been fined for writing articles against Russia. It has been ordered that the teaching in the schools be in the Russian language. No public monument may now be erected without permission from Russia. Describe the people of Finland. What is their mode of life?

BRAZIL FOR RECIPROCITY.—The amendment to the tariff bill is satisfactory to Brazil. On account of the removal of the duty on sugar that country will admit farm products exported from the United States free; also farming implements and machinery, and railroad equipments and supplies, including railroad iron. What is the effect of a duty on an imported article? Who pay the extra price? On what classes of articles, if any, should duties be imposed? What necessities are now taxed? What becomes of the money? What was the average tariff rate during the war? What is it now?

STANLEY'S MEN REWARDED.—The British consul at Zanzibar, presented medals of the Royal Geographical Society to many of Stanley's former followers. Cable lines have been opened to Bagamoyo and Dar-es-Salaan.

FRENCH CUSTOMS.—When the treaties of commerce expire a general tariff will be fixed. The government will be given the right to increase the duties on goods from countries that refuse to remove the duties from French goods.

GOLD IN SOUTH DAKOTA.—A gold field has been discovered near Rapid City. Four pounds of the rock yielded 1.7 ounces. The prospector says he can get out without assistance 700 to 1,000 pounds daily. Tell about gold mining.

REVOLT IN SWITZERLAND.—An uprising occurred in the canton of Ticino owing to a difference of opinion regarding the revision of the constitution. Three members of the cantonal government were imprisoned, one was killed with a revolver, and the others fled. The federal government sent two battalions to the scene. What is a canton?

AUSTRALIAN FEDERATION.—The legislative assembly at Sydney has adopted a scheme for federation. Name some governments that are federations. What Australian governments are there to enter this federation?

BEYOND THE ICE LIMIT.—The British steamship *Toledo*, that lately arrived at Philadelphia from Girgenti, passed an iceberg on Sept. 4, in latitude 36° 49', longitude 43° 18', which is 480 miles further south than ice was ever before known to drift. The berg was 100 feet long and 6 feet high. How it came through the Gulf stream against the current seems to be a mystery that cannot be explained. Where is the Gulf stream?

GRANT'S TOMB.—The Grant monument association have adopted a design for Gen. Grant's tomb. It is a mausoleum, 100 feet square at the base and 160 feet high. The dome will be supported by four arches. Underneath the dome will be figure subjects, formed of marble mosaic, and the special victories of Gen. Grant in the war for the Union will be indicated. Tell about Grant's victories.

MWANGA'S POWER GONE.—King Mwanga, of Uganda, has been wholly stripped of his despotic power. He is now of little importance in his own country. The king can get nothing that he does not ask for from his chiefs, who are either under the control of the Protestant or of the Catholic religion. This is a great change for the young king, who a while ago killed a bishop, imprisoned white missionaries, and slaughtered native Christians by the score.

OF SPECIAL INTEREST TO PUPILS.

BONES OF EXTINCT ANIMALS.—It is reported from Maine that buried among the clam shells at Curdy's harbor were found remains of prehistoric times. Bones of the deer, porpoise, beaver, fox, woodchuck, and some smaller carnivorous animals, birds of several kinds, including a well-preserved specimen of the wing bone of the great auk, now wholly extinct, were picked up. Fragments of pottery were numerous, as well as chips of stone broken off in the manufacture of stone implements. Of implements, half a dozen perfect and some broken ones were discovered. Only one piece of worked bone was found—a broken awl.

SEALS SCARCE.—Seals are said to be very scarce in Alaska this year. The breeding rookeries are almost deserted. The Victoria poachers have this season secured 20,000 sealskins, and hence the North American Commercial Company, which leases the seal rookeries from the government, finds its "take" this year reduced to 20,000 skins. It is said that seals will become extinct in a few years. No attempt is made to seize any of the poaching vessels in Behring sea.

AFRICAN SLAVE TRADE.—A large trade is carried on between the Ubangi and Lulungu rivers. The people inhabiting the mouth of the Ubangi buy the Balolo slaves at Masankusu and the other markets. They then take them up the Ubangi river, and exchange them with the natives there for ivory. These natives buy their slaves solely for food. Having purchased slaves, they feed them on ripe bananas, fish, and oil, and when they get them into good condition they kill them. Much life is lost in the capturing of slaves, and during their captivity many succumb to starvation. Of the remainder, numbers are sold to become victims to cannibalism and human-sacrifice ceremonies.

THE SOUND OF LIGHT.—It has been discovered within the past year or two that a beam of light produces sound. A ray of sunlight is thrown through a lens on a glass vessel that contains lampblack, colored silk, or worsted, or other substances. A disk, having slits or openings cut in it, is made to revolve swiftly in this beam of light, so as to cut it up, thus making alternate flashes of light and shadow. On putting the ear to the glass vessel, strange sounds are heard so long as the flashing beam is falling on the vessel.

CLOVE CULTURE IN ZANZIBAR.—The culture of cloves is the principal industry in Zanzibar and Pemba. The culture was introduced into the islands in 1830. The clove of commerce is the bud of the clove-tree. It takes five or six years from the time of seedling for a tree to bear the buds. At two years of age the trees are three feet high. They are planted thirty feet apart at that time, and left with only ordinary care until they are ready to produce the buds. The latter ripen at intervals during six months. They are then spread in the sun until they become brown, when they are warehoused, ready for market.

MONEY ORDER POSTAL CARD.—Germany and Austria intend to do all they can to increase the postal traffic. Certain amounts may now be sent by buying stamps and pasting them on the back of a card. They are canceled at the post office, like the postage stamp on the front of a card that pays for the postage. The receiver of such a card takes it to his post office, and receives the amount indicated by the postage stamp on the back of his card.

ZIRCON AND MOLYBDENITE.—It has been found lately that these minerals may be mined with profit in several places in New Jersey. Zircon is found in crystals about half an inch long and with four sides. In one form the ends of the crystals are comparatively simple. In another, the corners and ends of the crystal have been beveled off until it has twenty-eight sides, or faces. The crystals are a brilliant brown and black. Zircon retails at from fifty cents to a dollar per pound. It is proposed to use it in electric lighting. Molybdenite is used chiefly by chemists in determining the presence of phosphorus. Three dollars a pound is sometimes paid for it. It occurs in crystals like zircon. It resembles graphite. One way of distinguishing it is by melting it in cooking soda and placing a drop on silver.

HOW DIMES ARE MADE.—The United States mint at San Francisco cannot turn out dimes as fast as they are needed. The silver bullion is first melted, and run into two-pound bars. These in turn are run through immense rollers and flattened out to the thickness of the coin. These silver strips are then passed through a machine, which cuts them into proper size for the presses, the strips first having been treated with a kind of tallow to prevent their being scratched in their passage through the cutters. The silver pieces are then put into the feeder of the printing presses, and are fed to the die by automatic machinery at the rate of one hundred per minute, 48,000 dimes being turned out in a regular working day of twelve hours. The completed coins are then ready for the counter's hands.

CORRESPONDENCE.

Correspondence is welcomed, provided that it is written upon one side of the paper only, and is signed with real name and address. Many questions remain over until next week.

THE CHILDREN'S AID SOCIETY.

What is the object of the Children's Aid Society? R. W.

Mr. Brace who founded it, proposed the system of sending poor children from the city of New York to the Western states in charge of a traveling caretaker. Agents had previously arranged with farmers to receive them, and to feed, clothe, and educate them. About 100,000 children have thus been provided for, many of whom have become successful in different careers. It was found that the state of New York was gaining so much from this society through the diminished necessity for police and poor-houses, that the state legislature endowed it. Not only are the waifs and strays looked after by the society; provision is also made in schools and lodging-houses in the city for thousands of children of parents too poor to do them justice. Immense lodging-houses are established for boys who earn enough for their own support as newsboys, boot-blacks, and so forth. These boys pay a small sum for their board and lodging, and are gratuitously instructed in evening classes. In the summer children are sent in batches, for a week each, to seaside homes.

How is the northern boundary of the United States marked? C. S.

By stone cairns, iron pillars, earth mounds, and timber posts. There are 385 of these marks between the Lake of the Woods and the Rocky mountains.

Who is the author of the poem beginning: "Laugh, and the world laughs with you"?

Little Rock, Ark. J. N.

It has been credited to different authors; but we believe that Ella Wheeler Wilcox wrote it.

What is the proper length of time for study or recitation periods in advanced classes? B. M.

Thirty-five or forty minutes will be found best. Intervals for rest and change of position should occur after every recitation or study hour. This period of relaxation will fit the pupils for the next task.

Please tell me the author of the following quotations: 1. "God tempests the wind to the shorn lamb." 2. "Coming events cast their shadows before." G.

1. Laurence Sterne, in his "Sentimental Journey." 2. Campbell's "Locheil's Warning."

Should I teach rules in arithmetic? I. M. S. Indiana.

No; a rule is nothing but a convenient way of stating a method. If the pupils know the principle involved in a question, they will frame a rule for its solution.

Where was the United States bank located? M. E. H.

In Philadelphia. The mint was also located in the same city.

What is the meaning of the word Lethe? M. S.

In the Greek mythology Lethe is the stream of forgetfulness. Souls may drink from this before passing into the Elysian Fields, and forget all earthly sorrows.

1. How would you teach nature lessons in a country school? 2. Are diagrams of any use in teaching grammar? H. M. S. North Dakota.

1. Get the children to bring in pebbles, moss, bark, shells, and discuss them. Begin a collection and make some kind of a cabinet to hold it. Ask them to tell what they know about the habits of animals. This will make them observing. Lessons in elementary botany may be made very interesting. 2. They present a single graphic view of a sentence, its parts and relations, thus saving the time and labor formerly expended on written analysis. A diagram trains the eye and hand.

Why do you invert the divisor in fractions? E. H.

The inversion of the divisor shows how often it is contained in a unit. Next it is multiplied by the dividend to ascertain how often it is contained in the dividend. Tak $\frac{1}{2} \div \frac{1}{3}$; now invert $\frac{1}{3}$ and it becomes $\frac{3}{1}$ —that is $\frac{1}{3}$ is contained $\frac{3}{1}$ times in 1. Now multiply $\frac{1}{2}$ by $\frac{3}{1}$ to ascertain how many times it will go in.

Please tell me how to prepare clay for molding in geography work. I want to try moldings in my geography class. A. J. S. Buffalo, N. Y.

Use sand for molding; it is much better than clay. Almost any clear sand is good, but that procured at an iron foundry is best. If you use clay you must be careful to keep it wet. If it is not very hard it may be rolled up in a wet cloth for a day or two, but if it is very hard it must be kept under water till perfectly moist. When once it is

ready to mold it may be kept in order by rolling it in a wet cloth. Don't use oil with it.

What authority has a teacher over pupils on their way to and from school? My pupils sometimes misbehave. Have I a right to punish them? C. E. M. Ohio.

The teacher has what is called "concurrent authority" with the parents over pupils on their way to and from school. In many places no fault would be found with a teacher for punishing for a misdemeanor at such a time; but it is not a settled matter. We would advise you not to punish in such a case. It is the parent's business to get the pupils to school, and your business to teach and manage them after they get there.

What is the policy of government advocated by the Unionists, Tories, and Liberals of England? A. SUBSCRIBER.

Gladstone, who is the leading light of the political galaxy of Great Britain, entered public life as a Tory and High Churchman, but his views have gradually changed and since 1859 he has been a leader of the Liberal party. The Liberals are on record as opposed to war and in favor of free trade and economy of government expenses. Lord Salisbury, the present premier, is the leader of the Conservatives, who are the historical successors of the Tories. Their name (Conservative) sufficiently indicates their tendency. There is a party (Home Rulers), of which Parnell is a representative, that asserts the right of Ireland to govern itself. Gladstone supports it, and Harcourt, Morley, Trevelyan, and many other Liberals are recent converts to it. Home Rule is opposed by the Unionists, led by Lord Hartington and others.

The following will perhaps be of interest to "J. A. H." who asks about the Scotch national flower in the last JOURNAL. S. Clay Centre, Kan.

Queen Scotia, after having led her troops in a successful battle, during an invasion of Scotland, by the English, retired to the rear to rest from her toils. She threw herself carelessly upon the ground, not noticing the presence of a thistle plant upon the spot she had selected. Despite the lady's rank, the innocent plant maintained its right of possession, and defended its cause by means of natural weapons. Queen Scotia, provoked, sprang up, and, after tearing the too presumptuous thistle up by the roots, was about to cast it from her, when the thought crossed her mind that the prickly plant would ever be associated with the glorious victory of that day. She, instead, placed the thistle in her casque, and it became the badge of her dynasty.

Give the names of those now occupying the thrones of England, Spain, and Portugal, and the date they began to reign.

Charles or Carlos I. was crowned king of Portugal the latter part of December, 1889, succeeding Louis I. Alfonso, the present king of Spain, has held that title since his birth. He is now four years old. His mother, Christina, is Queen Regent. Victoria Alexandrina is the only child of Edward, duke of Kent, fourth son of George III., and of his wife, Victoria Mary Louisa, daughter of the duke of Saxe-Coburg-Saalfeld, and sister of Leopold, king of the Belgians. On the death of William IV. without issue on June 20, 1837, she assumed the throne of Great Britain and Ireland, being then eighteen years old. She assumed the title of empress of India in 1876.

Will you please give the mottoes of the new states? A. F. W.

Below are the mottoes of the six new states. North Dakota: "Liberty and union, now and forever, one and inseparable," the familiar words of Webster, formerly upon the seal of Dakota territory; South Dakota: "Under God the people rule"; Montana: *Oro y Plata*, Spanish, "Gold and silver"; Washington: *Al-ki*, probably a Chinook or other Indian word, meaning "by and by" or "in the future"; Idaho: *Salvo*, Latin, "Welcome"; Wyoming: *Cedant arma togæ*, Latin, "Let arms yield to the gown" (the military to the civil power).

Please suggest some exercises besides singing, which can be used to rouse pupils when they become tired and dull. Texas. A. K. H.

Marching is a favorite exercise with children, and it should, if possible, be accompanied by music. Some easy calisthenics, with windows thrown open to change the air of the room, will brighten the pupils. Often the heat and impure air in the room makes children dull and listless. Be sure that they are exercising whenever you throw the windows open in cold weather.

A class is about to be organized in our school for professional improvement. Please give us some advice. A. L.

First, get all of your books on the profession of teaching together, and if you have not Browning's "Theories," Mahaffy's "Old Greek Education," and Quick's "Educational Reformers," buy them at once. Then look up your psychologies. Get Tate's "Philosophy of Education," Bain's "Education as a Science," and Parker's "Talks on Teaching." Collect your books on school law, and all that you can find on practical education. Then arrange your course, lay out your method of study, turn out the drones from your hive, and go to work.

EDUCATIONAL NOTES.

At the meeting of the Texas State Teachers' Association, at Galveston, June 26, Col. F. W. Parker said some good things about the publication of text-books by the state:

"Text-books are a necessary evil, or rather they have been and are an indispensable adjunct to the development of our common school system. From the old blue-backed speller to the beautiful design and finish of our modern text-books is a very long stretch. Each new and better book has marked a phase in a stage of progress. Book publishers have promptly met every demand made by teachers for improvement. Sharp competition has driven them to this—some book houses have even outstripped the demand and lost money in so doing.

"Now the system of book publishing in this country has fully met the various and multifarious demands of countless teachers—books have been adapted to every grade of skill extant. The trouble of repeated changes—and the money they cost, do not begin to equal the advantages acquired by these changes.

"Your 15,000 teachers in Texas cannot use the same books profitably. Now they select from a vast number of books—good, bad, and indifferent. The good teacher can select the very best of books, and every degree of teaching power finds that which is best adapted to its needs. State publication takes away from the teachers all freedom of choice; obliges every teacher, whatever her individual skill, to use the same book, thus forcing upon the teachers of the state a deadening uniformity. There are grand scientific pedagogical text-books; state uniformity would shut them all out. Judging by California and Minnesota, state text-books rank among the very poorest.

"Cheaper! You say they are. Yes, very cheap and very poor! You pay 50 cents and get what? A compiled conglomeration of doubtful facts. For 100 cents you may get the thought of a Guyot, a Rickoff, or a Stickney. Which is the cheaper? We have poor text-books enough; don't foist upon the suffering children any more. A state monopolizing the power to force just the kind of books they wish upon the people! That's democracy with a vengeance! What does the average politician know about pedagogics? There would be no schemes to make money by these political leaders—oh, no! Modern history shows that politicians are above bribes. 'Better to endure the evils that we have, than fly to those we know not of.'

"The first step, as in California and Minnesota, is to engage the leading educators of the state to make the new books, thus shutting their mouths with gold.

"Another point: No political body of men ever managed a business or a war in this world except to ruin it. Which can make books cheaper, Harper Brothers or a state?

"Lastly, state publication would fix permanently a set of uniform text-books upon all the children of this great state. The anti-democratic plan of forcing people to buy state goods out-herods the wildest schemes of high tariff. The day of the text-book is fast passing away; the day of the school library has come. Stand your ground, teachers of Texas; don't, in God's name, obstruct the progress of your schools by state publication."

THE farmers are not in a thriving condition. The reasons for this the teacher will do well to think of. They grow out of our political condition. But we do not want to discuss them here. We want to impress on the teachers that it is one of the great questions of the times that has got to be investigated; if the farmer don't prosper we shall all suffer.

Already the difficulties of the farmer are reaching beyond the farm-house. In the *Progressive Farmer*, of Montgomery Co., Ill., we find several resolutions, (1) asking the legislature to provide for publishing text-books, and have the printing done by convicts; (2) opposing the "teaching of most of the sciences, and many of the higher branches," as this enables the child to obtain but a smattering that is of no value."

The Farmers' Mutual Benefit Association, in this county, has demanded a reduction in all salaries of county officers, and also a reduction in the number and salaries of teachers. Other counties are doing the same. This is what we mean by saying that the depression of the farming industry would cause suffering in other quarters.

What we propose is that the teachers look into this matter, and argue with the farmers; they must have relief, but will reducing the salaries of the teachers effect it? The problem is a very difficult one; the farmers are short-sighted if they cut off the supply of intelligence. Teachers, go on with your arithmetic classes, etc., but send some rays of light out to the homes of the children on this question.

THERE are many lessons in this little paragraph: "The children attending a large public school in Berlin had become possessed of an idea that the school-house was haunted. The notion so preyed on the mind of a girl she was seized with hysterics, and ran from the room into the hall, crying out, 'A ghost is choking me—a ghost is choking me.' (Having of course heard before of the 'ghost.') The whole class followed. Their behavior in turn frightened the scholars in other rooms, and they rushed pell mell into the hall, many using their hands to remove the clasp of imaginary ghosts round their necks, and all made a desperate flight down

stairs into the street. The stairs being wide they all reached the ground in safety, though many of them sustained more or less severe cuts and bruises." The points to be noted are these:

(1) The bad effects on children of telling them ghost stories. (2) The susceptibility of children's minds. (3) Teachers should know what is the minds of the pupils.

THE invested funds of Harvard university amount to nearly \$7,000,000 and this is inadequate to obtain such services as she desires to render; she wants \$5,000,000 more to stand in the right position. For five years past she has averaged over \$360,000 per year. And yet there are respectable colleges which only have \$360,000 in all.

It has been shown that electricity produces variation in the color of butterflies. Electric currents change red into orange, and black into red; a constant battery with a weak current produces spots varying in shape with the strength of the current. The colors naturally existing in the butterfly's wings are due to currents in that organ, the most powerful of which passes from the attachment of the wing outward along the middle nervure to the outer edge.

"THE training of the mind is in an uncommon degree a defence against temptations. The man who rushes home from work to pick up his book, fling himself into a chair, and thus spend the hours in silence and in content, is as safe from harm as he well can be. The man who makes for himself occupations, who uses his spare time to botanize, to make experiments in physics or in chemistry; the boy with his stamps, or his autographs, or his camera; the man or woman who has trained the mind to enjoy the higher things of life, has thus made a place whither he can flee and be at rest."

Not less than 1000 more girls will study cooking in the public schools of New York City this year; about 2000 studied it last year, and probably 500 were graduated with a very good knowledge of the art of cooking. Mrs. Ida B. Hope and Mrs. C. B. Austin, who taught cookery in the schools of this city, had, during the last school year, twenty classes in public schools Nos. 1, 10, 13, 24, 41, 43, and 77. There were in all a little more than 750 pupils in these classes, and provision had been made for instructing four classes, numbering 135 pupils, in girls' school No. 50.

At the Pratt institute, in Brooklyn, cookery is also taught. There are three kitchens on the sixth floor of that building, and here classes of twenty girls each receive weekly lessons two hours long. The girls learn to make fires, to wash dishes, to tidy the kitchen, to boil meats and vegetables, to make soups, bread, and pastry, to cook for invalids, to roast, to fry, to broil, and to prepare eggs and fish in various styles. This course lasts six months. In the second course of six months they are taught French cooking. There is also a normal course in cookery designed to fit teachers to teach the science and art to others.

The College for the Training of Teachers, 9 University place, has a very thorough course in cookery also; it is planned for those who are preparing to be teachers.

THE school boys of Barrington in Oxford, England, gave an exhibition of animals, domestic pets, school work, plants, flowers, specimens of natural history, etc. The school yard had all the aspect of an agricultural show. The bishop of Durham said more was to be thought of the work that gained the prizes than of the prizes themselves. He valued most in prize contests the inducement they offered, in the taking care of animals, to love these creatures, and to note their habits. The taste for flowers he commended greatly. This sounds as though the "all around education" was to be taken up in England.

A READER writes, "In re-electing the superintendent of schools of this town, no attention was paid to these thirteen requirements that Supt. Greenwood thinks all-important:—"

1. Will his manner attract or repel teachers, pupils, and parents?
2. Is his voice pleasing, or harsh and grating?
3. Is he pedantic, and pretentious, or manly and dignified?
4. Is he fidgety and nervous, or quiet and equable?
5. Is his eye restless and foxy, or calm and penetrating?
6. Is his face deceitful, or pleasant and honest?
7. Is his walk hesitating, and unsteady, or direct and firm?
8. Is his judgment wavering and fitful, or judicial and impartial?
9. Is his judgment narrow and selfish, or broad and liberal?
10. Is his scholarship weak and restricted, or comprehensive and accurate?
11. Is his health tottering, or is it vigorous and strong?
12. Is his moral nature weak and vacillating, or is it noble and elevated?
13. Has he stagnated, or is he still elastic and buoyant?

It seems that a young lady from Youngstown, Ohio, was engaged to teach gymnastics in the New Britain normal school. A Boston paper says that after she had arrived the principal decided not to keep her in the position for which she had been hired by the board, but would pay her a month's salary, and her expenses, and let her go home. The only reason assigned was that she was too homely. It seems that her face had been disfigured by an accident. Beauty has its value even to teachers.

A NOTICE of Peru, Ill., says, regarding educational facilities, "Our public school system of graded schools is not excelled by any in the state." This should be kept standing up in every printing office. They are all "unexcelled," "the best," "better than any other," etc.

The state board of health of Pennsylvania advises the following precautions against consumption: "The duster, and especially that potent distributor of germs the feather duster, should never be used in a room habitually occupied by a consumptive. The floor, wood-work, and furniture, should be wiped with a damp cloth. The patient's clothing should be kept by itself, and thoroughly boiled when washed. It need hardly be said that the room should be ventilated as thoroughly as is consistent with the maintenance of a proper temperature."

In the issue of August 16 there was an item in regard to the school at Pearsalls, L. I. It appears that there is a small faction here who have brutally assailed the school management. About one-eighth of the male voters of the district signed a petition to discontinue the services of the principal, Mr. I. Stearns. The trustees chose to regard the wishes of the great majority of the people and re-engaged the principal. This brought quiet, for it showed the determination of the people to stand by Mr. Stearns.

MINNESOTA has selected "Page's Theory and Practice of Teaching" as the basis for questioning its teachers this year. It is an excellent move.

The nomination of Supt. Andersen, of San Francisco, for state superintendent by the Republicans ensures his election. He has administered his office in San Francisco in a very courageous and able manner, and has taken a high rank as an efficient and independent-minded and sound-minded man. His method has been a simple one—to get good teachers; then to help and not hinder them in carrying forward their work. He was bound to have a strong popularity in the city.

HON. IRA G. HOITT will not be re-elected as state superintendent of California; yet he has done an excellent work for the schools of that state. The reason is that the Republican party preferred to nominate another man. Mr. Hoitt will retire with honor from his post.

DR. E. C. HEWETT has resigned the presidency of the Illinois state normal school which he has so worthily held for many years. As a graduate of the Bridgewater normal school he has maintained his institution in the very front rank, and won praise not only in Illinois but in all parts of the country.

THE *Southern Educator* has moved to Durham, N. C. (It was formerly *The School Teacher*.) In its August issue are several articles from THE INSTITUTE and THE SCHOOL JOURNAL with no credit. Let it copy; it has full permission, but let it always give credit.

THE Russian government is building a great railway in Central Asia to reach Samarcand and has a school-car and a chapel-car move up and down the line in construction. In the school-car there is a large school-room and a lodging room for the teachers, and a library. This car is not under way at all when school is in session. It stops and gives one town an opportunity for a few weeks of instruction, and then moves on to another. When the car lay at Samarcand, it afforded the children there the first opportunity they had ever had for school instruction.

MRS. MARY H. HUNT, the leader in the movement for teaching the evil effects of alcoholic drinks, tobacco and other narcotics in the public schools, to which she has given two years of work, is now giving practical addresses on methods of teaching this subject at teachers' institutes and associations. Before the Interstate summer school at Asheville, N. C., she gave several addresses. She also lectured before an institute at Kokomo

Ind. This indicates that temperance is to be a subject of thought, by the pupils.

THE teaching of patriotism by putting the flag before the school children is increasing in force. In Concord, N. H., a new high school building was dedicated with imposing ceremonies, which included the raising of an elegant set of national colors, presented by E. E. Sturtevant post, G. A. R.

CONCERNING grammar Marcel says, "It may without hesitation be affirmed that it is not the stepping stone, but the finishing instrument." Mr. Wyse says, "Grammar and syntax are a collection of laws and rules. Rules are gathered from practice; they are the results of induction to which we come by long observation and comparison of facts." These statements were quoted by Supt. Blatterman in an address before the Mason county, Ky., teachers' institute. No authorities are higher and no sentiments sounder.

THAT Saratoga is a good place in which to hold a convention has been proved, but there has been one serious drawback—a suitable room, large enough and properly arranged, in which to hold the meeting. A church is not a suitable place, not on account of its sanctity, but its accommodations. Saratoga has concluded to remedy this defect and build a \$100,000 hall. This is a good move.

JAMES MONTEITH, the well known author of geography text-books, died suddenly last week. For several years he was principal of a grammar school in this city, but for the last twenty-five years he has confined himself to the writing of text-books that have had a large sale. Mr. Monteith was a man of high character, and possessed more than ordinary business ability. His text-books have been studied by more boys and girls than any other. A longer notice will appear next week.

TEACHERS of New York City and vicinity should not fail to hear President Patton's address before the University School of Pedagogy, on Saturday, Oct. 4, at 11 A. M. Dr. Patton is certain to say something that teachers will be delighted to hear.

As soon as study begins, pranks begin. These seem to be inseparable from school life. For example, the intelligence comes from a college in Michigan that ten sophomores took a freshman from his bed and dragged him through the river, with serious effects upon his health. Of course the offenders were punished, but this will not stop mischief, which seems bound up in the very fiber of students, both old and young. Innate tendencies must be directed, not suppressed.

THE school children voted for a state flower on Arbor day, May 2. The vote has just been given out, and is as follows: Golden rod, 81,308; rose, 79,666; daisy, 83,603; violet, 81,176; pansy, 21,202; lily, 16,438; lily of the valley, 11,626; trailing arbutus, 7,888; buttercup, 6,127; scattering, 29,045; total, 818,079. The scattering included 121 different varieties.

WHAT does this illustrate, ye students in psychology Dilly was enjoying her soup with the rest of the company. Suddenly she paused, and looking at her mother across the table said, in a whisper:

"Mamma, what do you fink? Dere's a hair in my soup."

"Hush, Dilly, said mamma, frowning; 'it's nothing but a crack in the plate.'"

Dilly moved the bowl of her spoon back and forth over the supposed crack, and then exclaimed triumphantly: "Kin a crack move?"

SAM JONES has been the president of a university at Salt Lake City. Here are some of his sayings:

"A man will pay a dollar a day to have his horse trained aright, and be careful to have it sheltered from every danger; but we let our children come up as they will."

"The thing now most to be dreaded in your home is yellow backed literature."

"The homes of this country are the key to success or to failure. And as many homes have been turned to worldliness and folly, multitudes are going to the devil."

"The dog barks and whines at the moon, but the moon shines on; and so your uncle Jones is going to let folks scold and howl, and he will try to just shine right on."

"At the autumn elections of this year county superintendents will be elected in Kansas. The woods and prairies are full of candidates, many of whom should be in school acquiring an elementary education."—*Educational News*.

There is a reform at which the whole profession must

in the near future throw its entire force—it is that the selection of superintendents must be from the successful teachers—not from the politicians. Who are ready to begin this warfare?

BOSTON has by no means settled as to what book on history shall be used in its schools. Judge Fallon, who has been on the school committee for twenty years, resigned, and Mrs. Margaret Shepherd addressed the "Loyal Women's" Association. She asked if a Roman Catholic who was bound by his religion to foster parochial schools, could at the same time properly conduct the public school business? This meeting was preparatory to others to arrange for the voting of women this fall for school officers.

THE Connecticut State Teachers' Association will hold its annual session October 16, 17, and 18, 1890, at New Haven. The high school section will be in charge of Mr. Dwight Holbrook, principal of the Morgan school, Clinton; the grammar section, Mr. H. D. Simonds, principal of the Prospect street school, Bridgeport; the primary, Mr. Geo. B. Hurd, principal of Winchester district, New Haven. Among the speakers are: Prof. R. P. Keep, of the Norwich free academy; Superintendent V. G. Curtis, of New Haven; Mr. W. J. Ballard, of Jamaica, L. I.; Mr. Geo. E. Eliot, Jr., of the Morgan school, Clinton; Mr. M. M. Marble, of the New Haven high school; Mr. W. M. Peck, principal of high school, Stratford.

THE *Catholic Review*, August 16, says: "We insist that the denominational plan (for public schools) is the only feasible plan. That is, every community of people who shall unite to establish a school, and comply with certain requirements of the state in regard to secular education, shall be aided by the state, and be allowed to give religious instruction according to their several beliefs, or, if they prefer it, no religious instruction at all."

It is quite significant that the dissatisfaction that is claimed to exist with the public schools does not provoke any denomination besides the Catholics to start schools. Is it not possible there is no dissatisfaction? That there is real satisfaction?

MR. CHARLES W. EVANS has been appointed principal of the Laurel avenue public school in Binghamton, N. Y. He had been principal of Lisle academy for two years and was re-elected for the third year; but his excellent work had become known and hence his appointment.

WACO, Texas, has elected a lady to superintend her schools; on re-electing her (so great was the satisfaction) her salary was raised to \$2,000.

NEW YORK CITY.

THE trustees of the Normal College, of this city, ask from the comptroller \$125,000 for the coming year—\$82,000 for salaries in the college proper; \$20,000 for salaries in the training school. Mrs. Helen G. Cone was appointed as tutor, salary \$1,200, to fill Miss May Willard's place.

The trustees of the College of the City of New York asked the comptroller for \$147,000. It appeared that two students were accused of getting their examination papers prior to examination day; it was recommended to dismiss them.

The giver of \$3,000 last year to found twelve scholarships for poor boys, has sent to Supt. Jasper a similar amount to start twelve more boys on the way to an education. The donor has promised to see that all twenty-four receive a college education in any college they may select.

How Invalids fare on the Pennsylvania Limited.

The following extract is reprinted by permission from a letter dictated to the stenographer on the "Pennsylvania Limited":—"Many times have I traveled over the Pennsylvania line, and have always been pleased with the kindness manifested by all the attaches of the company. This feeling of pleasure came to me when in perfect health, and when I could appreciate so much every kindness. How much more now do I realize the comfort and happiness which the Pennsylvania Limited affords me on my journey to Cincinnati, an invalid from a long siege of sickness. The anticipated hopes of great fatigue were readily discarded after a few hours' ride on the splendidly-equipped train of the Pennsylvania Limited."

This is traveling in America; and could some of our foreign cousins, who journey from place to place in a close compartment car, experience a trip on this daily western and eastern "home on wheels," they'd then appreciate the statement recently made by an Englishman on the Limited, that "in railroad comfort the Americans are one hundred years ahead of us."

Remember that Hood's Sarsaparilla is a peculiar medicine, entirely different from any other.

BOOK DEPARTMENT.

NEW BOOKS.

WREATH OF GEMS. Songs and Glees for Institutes, Schools, and Classes. By J. H. Kurzenknebe. Harrisburg, Pa.: J. H. Kurzenknebe & Sons. 144 pp. 25 cents.

The great dramatist has declared that the man who has no music in his soul is fit for "treasons, stratagems, and spoils." How important it is, then, that the future voters and office-holders of the Republic should have at least the rudiments of a musical education. This little book will serve to enlighten many dull spells in school-room life. It contains many old favorites whose value has been tested by time, and also some new songs that are destined to become favorites. Such a book would not be complete without a full list of patriotic songs. We find in this "America," "Liberty," "Battle Hymn of the Republic," "Freedom's Flag," "God be the Nation's Guide," "My Own Native Land," "Our Nation's Dead," "The Star Spangled Banner," "Red, White and Blue," etc. There are also many popular songs of other lands, and numerous temperance songs. The miscellaneous songs are well chosen. This collection will doubtless attain great popularity on account of its merit and low price.

ABEILLE. Par Anatole France. Edited by Chas. P. Lebon, junior-master English high school, Boston. Boston: D. C. Heath & Co., publishers. 90 pp. 30 cents.

This is a well-told tale in French by Anatole France, who has gained a great reputation by his charming stories about children. He arouses the curiosity of children in order to satisfy it. His description of the imaginary kingdom, its ruler and its treasures, will prove interesting reading for those who have studied French sufficiently to have a fair knowledge of its grammar and idioms. The notes at the end will be of great assistance in understanding the text.

STORIES OF THE THREE AMERICAS: Their Discovery and Settlement. By Eunice C. Corbett and Anna Content. Chicago: A. Flanagan, publisher. 201 pp. 60 cents.

In spite of the many books that have been written on American history, the field is yet an inviting and profitable one for good writers. No romance could possibly be more fascinating than the narrative, properly told, of the adventures of the men who settled our continent. The Greek children used to read of the adventures of Ulysses, Hercules, and other heroes. We also have our heroes, who have the advantage of being real, and not mythological. The authors have told in a very charming way the stories of some of these. The dates, except the principal ones, have been omitted. This is not a loss, as too many dates sometimes frighten the young student from the study of history. We warrant there are very few American children who read the first chapter of this book but will want to read more. From "The Story of Leif the Lucky" to that of "The Colonies of Calvert and Oglethorpe," every chapter is full of interest. The book is profusely illustrated. It will be a valuable one in any school or home.

ANATOMY, PHYSIOLOGY, AND HYGIENE. With the Effects of Alcohol and Narcotics on the Human Body. By James W. Hartigan, A. M., M. D., D. S. Philadelphia: John E. Potter & Co., publishers.

Author and publisher have combined to make this one of the most attractive physiologies for schools ever issued. In the character of the matter and in its arrangement there seems to be little wanting. The book is especially designed to supply the need of a suitable text-book that shall meet the requirements of recently amended school laws relative to the teaching of the subjects of anatomy, physiology, and hygiene in the public schools. Every material point has been covered, and in a condensed and readable form. The arrangement of the work is comparative, thus giving the pupil comprehensive views of the subjects treated, and enabling him to grasp them readily. One of the striking features of the volume is the beautiful colored plates showing the blood-corpuscles, the bones, the muscles, the brain, the stomach, the eye, the ear, and other parts. The chapter on "The Intemperate Use of Alcohol" is especially valuable, and that on "Emergencies, and How to Meet Them," contains a great deal of information in a small space. There is a very carefully prepared table of the muscles of the human body, notes in regard to the blood, and a glossary.

AZTEC LAND. By Maturin M. Ballou. Boston and New York: Houghton, Mifflin & Co. 355 pp. \$1.50.

Those who have accompanied Mr. Ballou in imagination on his former travels will welcome this latest addition to his long list of books. He knows what is worth describing, and how to describe it in an interesting way. One could scarcely have a more charming country to write about than Mexico with its mysterious past and its present civilization so unlike our own. Mr. Ballou has described the political and social institutions, agricultural productions, means of communication, mines, cities, climate, churches, scenery and many other features of this wonderful land. We are reminded at the outset of the great change that has been effected very recently in the mode of traveling. A few years ago the person who visited Mexico had to make up his mind to experience a great deal of discomfort. The traveler now lives, eats, and sleeps in the vestibule train, while en route, in which he first embarks, until his return to the starting point, a dining-car, with reading

and writing rooms, forming a part of the train. He dismisses from his mind all care as to routes to be followed, hotel accommodations, and the providing of domestic necessities, and gives himself up to the pleasure of sight-seeing. Those who cannot afford this luxurious trip may do the next best thing by reading Mr. Ballou's narrative of his experiences in that sunny land.

THE ETHNICAL PROBLEM. By Dr. Paul Carus. Chicago: The Open Court Publishing Co. 90 pp.

In this book are three lectures delivered before the society for ethical culture of Chicago, entitled "Ethics, a Science," "The Data of Ethics," and "The Theories of Ethics." They set forth the ideas of the school of ethical thinkers of which the author is a leading representative, and will be interesting not only to those who belong to the societies of ethical culture, but to many others.

PAPERS OF THE AMERICAN HISTORICAL ASSOCIATION. July, 1890. New York and London: G. P. Putnam's Sons, publishers.

In these quarterly publications are issued the productions of some of the most thorough historical students in this country. This number contains: "The Mutual Obligation of the Ethnologist and the Historian," by Otis T. Mason; "Historical Survivals in Morocco," by Talcott Williams; "The Literature of Witchcraft," by George L. Burr; "The Development of International Law as to Newly Discovered Territory," by Walter B. Scaife; "The Spirit of Historical Research," by James Schouler; and "A Defence of Congressional Government," by Freeman Snow.

OUTLINES OF NATURAL SCIENCE FOR COMMON SCHOOLS. By Wilbur S. Jackman, Cook Co. Normal School, Chicago, Ill.

This pamphlet of 42 pages gives plain and valuable instruction to teachers as to what they are to do to give the "all around" education THE JOURNAL has labored to put in the place of a mere drill in the "three R's" that prevails in most schools. It costs 25 cents and is worth a good deal more. It is very suggestive.

ONE SUMMER'S LESSONS IN PRACTICAL PERSPECTIVE. By Christine Chaplin Brush. Boston: Roberts Brothers. 71 pp. 75 cents.

This dainty little volume is an account of an artist's summer experience in the country, and is an attempt to teach by means of a story the elements of perspective. An apt pupil is found in Letty, a twelve-year-old girl, who is led from point to point by the teacher's skillful questions. By means of conversations with the pupil, together with observation of natural objects, the pupil is brought to understand what is meant by the horizon line, center of view, upright planes, parallel planes, ground line, parallel perspective, oblique perspective, and other terms. The author succeeds in making the explanations very clear and simple, the numerous drawings that are scattered through the book being of very great assistance in understanding the work. We think that the teacher by going over the ground after the model presented here would be able to give young children a clear idea of the elements of perspective, so fixing the principles in the mind that the pupils would find no more difficulty with them.

REPORTS.

REPORT OF THE MINISTER OF PUBLIC INSTRUCTION OF NEW SOUTH WALES. 1890. Sydney: Charles Potter, government printer.

The number of high-sounding titles which the minister uses to address the governor are somewhat appalling to an American accustomed to the simpler ones. However the report shows that the colony is making progress in education. There were 2,373 schools in operation in 1889, an increase of 102 over the previous year. The statutory school population of the colony in 1889 was 210,994, the enrolment 164,701, and the average attendance 114,568.9. Kindergarten training is included in the course of study and practice followed by the students of Hursthouse college; and all female pupil teachers serving in schools under the department are required to familiarize themselves with the leading principles of such training. School savings banks were in operation in some of the schools, the depositors numbering 43,000. The two training schools send out annually about sixty well qualified teachers.

ANNOUNCEMENTS.

A. C. McCLURG & Co. will soon publish "A Tale of Salem Witchcraft," by Martha Corey. It is an illustration of the adaptability of American historic material to the purposes of historic fiction.

GINN & Co. announce that they will publish in October the "Handbook of Historic Schools of Painting," by Miss Deristhe L. Hoyt, instructor in the Massachusetts normal art school. This month they will publish "A Hygienic Physiology," for the use of grammar and common schools, by B. F. Lincoln, M.D.

THE ARGONAUT PUBLISHING CO., 30 Broad street, New York, have issued "Mrs. Jonathan Abroad," a book that deals with incidents and events concerning well-known ladies abroad.

D. C. HEATH & Co. have on their list of excellent text-books, "Peter Schlemihl's wundersame Geschichte," mitgetheilt von Adelbert von Chamisso, edited with an introduction and explanatory notes, by Sylvester Primer, Ph.D., teacher of modern languages in the Friends' school, Providence, R. I. It is adapted to the last year in a preparatory course, and to sight or rapid reading in the first year of a college course.

Among G. P. PUTNAM'S SONS' latest publications are: "The Trees of Northeastern America," by Chas. S. Newhall, with an Introductory Note by Nath. L. Britton, E.M., Ph.D., of Columbia college; "Dust and its Dangers," by T. M. Prudden, M.D., author of "The Story of the Bacteria," etc.; a popular edition of "Prehistoric America," by the Marquis de Nadaillac, translated by N. D'Anvers, author of "A History of Art," and edited, with notes, by W. H. Dall.

D. LOTHROP Co. have in press "Our Early Presidents; Their

Wives and Children, for which Mrs. Harriet Taylor Upton has taken infinite pains to secure a complete set of authentic likenesses. They are nearly all reproductions of paintings and miniatures in the possession of the presidential families.

THE SCRIBNERS have in hand a new novel by Marion Harland, entitled, "With the Best Intentions." The scene of the story is laid at a summer watering place in the region of the great lakes.

THE MACMILLANS promise a single-volume edition of the late Matthew Arnold's poems. It will contain everything in the latest three-volume edition, and several poems printed in periodicals after that was issued.

HOUGHTON, MIFFLIN & Co.'s autumn announcement list includes Charles Francis Adams' biography of Richard H. Dana, Jr., the author of "Two Years Before the Mast." It will comprise two volumes and will contain a large number of letters, said to be valuable. Mr. Lowell's biography of Hawthorne is in preparation.

JOHN B. ALDEN, New York, has republished at a low price, William H. Prescott's "History of the Conquest of Peru." It is a good book for the boys and girls to read.

THE CENTURY Co. have among their latest books "Burning Questions of the Life that now is, and of that Which is to Come," by Washington Gladden; a book for the people, but not a book for the thoughtless.

THOMAS NELSON & SONS have brought out "Smitten and Slain," a nineteenth century romance of life in China.

A. C. ARMSTRONG'S publication "The Prophecies of Jeremiah," by Rev. C. J. Ball, M.A., is noted for its clearness, its scholarship, and its value.

HARPER & BROS. offer a strong and thrilling story in "The Captain of the Janizaries," by James M. Ludlow, D.D., Litt.D.

WORTHINGTON Co., 747 Broadway, New York, have just published "Catherine's Coquetries" (Rose Library No. 1), by Camille Debana, translated by Leon Mead, with photographic illustrations by Wm. Martin Johnson. It is a strong, dramatic story of French country life. They have also issued "Flirt," by Paul Hervieu, translated by Hugh Craig, with designs, by Madeleine Lemaire. This is a novel of to-day presenting exact types of the highest circles of society.

CATALOGUES AND PAMPHLETS RECEIVED.

What shall our children read? Report of the special committee on reading of the New York State Teachers' Association at Saratoga, July 7-9, 1890, by Prin. Geo. E. Hardy, New York City.

Catalogue of Arkansas college, 1889-90, and announcement for 1890-91. Rev. I. J. Long, D.D. This institution is located at Batesville. It aims to excel in substantial work rather than showy pretensions.

Central State Normal School, Lock Haven, Pa. Catalogue for 1890-91. James Eldon, A.M., Ph.D., principal. This is a handsomely printed pamphlet containing illustrations showing the exterior and interior of the buildings and views of the beautiful region in which the school is situated.

MAGAZINES.

One of the most important features of the coming volume of *The Century Magazine* will be a series of papers on "Tibet," written by a well-qualified and adventurous American traveler, Mr. W. Woodville Rockhill. The series will be fully illustrated. Prof. G. H. Darwin, of Cambridge England, one of the great Darwin's very able sons, prints in the October *Century* what is said to be one of the most important scientific papers that has appeared of late years. The subject is "Meteorities and the History of Stellar Systems," and in this essay Prof. Darwin attempts in an original and novel manner to reconcile the nebular hypothesis and the meteoric theory. Joseph Jefferson closes his autobiography with what he himself is said to consider the most important installment of all.

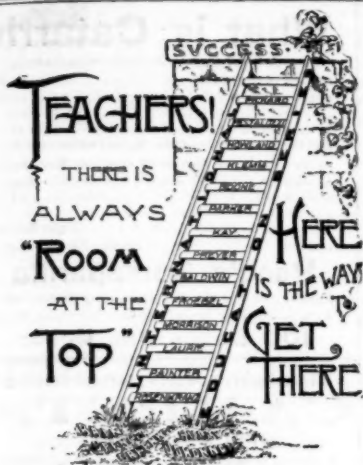
The September *Contemporary Review* contains an article by Rudyard Kipling, entitled "The Enlightenment of Pagett, M.P.," which in the form of a study is a trenchant criticism on the national congress movement in India. This periodical is published by the Leonard Scott Publication Co., 29 Park row, New York.

The third volume of the *Kindergarten* is begun with the September number. It is nearly doubled in size and presents an unusually interesting table of contents, in which is found: "Freobell's Law on Education," by Baroness von Marenholtz-Bulow; "Schoolishness," by W. N. Hallman; "Eyes Have They and See," by Lucy Wheelock; "Science Lesson," by Prof. Howe; "Slojd in St. Paul," by Dr. Alice B. Stockham; reports of N. E. A., reports of kindergartens throughout the world, several stories, etc.

Theodore Child's series of papers on South America, now being published in *Harper's Magazine*, is attracting wide attention. The second article, which appears in the number for October, is entitled "Agricultural Chili." It is very fully illustrated from drawings by T. de Thulstrup, W. P. Snyder, W. Hamilton Gibson, W. A. Rogers, H. Bolton Jones, Frederic Remington, George de F. Brush, and T. V. Chominski. "Antoine's Moose-Yard," by Julian Ralph is a narrative of hunting adventures, in the great Canadian woods, and is accompanied by twelve spirited illustrations from drawings by Frederic Remington. The birth of a great industry—the production and marketing of petroleum—is described by Prof. J. S. Newberry; George Ticknor Curtis gives reminiscences of N. F. Willis and Lydia Maria Child. "Nights at Newstead Abbey," by Joaquin Miller, will find hosts of readers.

What our Friends Say.

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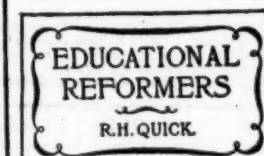
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An amateur entomologist relates the following: "In one corner of my yard, protected by an overhanging cornice and porch, there are several spider webs, and in particular two, one directly above the other at a distance of about six inches, and each tenanted by a large spider. I was seated in a chair in the shade on Sunday afternoon when I noticed them, and picked up a bit of chip and tossed it into the upper web to see what the spider would do. He ran out and examined the chip, but quickly deciding that it was of no earthly value to a spider, set about getting rid of it. He was very methodical and went regularly round the chip, cutting the threads on every side, until the chip finally hung by one strand, which he severed, and it dropped into the web of the spider who was keeping house on the lower story. Out came the latter, thinking he had caught something, but when he found the chip his rage seemed unbounded. It evidently wasn't the first time his upper story neighbor had dumped his refuse into the lower web, and he determined to stand it no longer. He went up the ropes like an athlete, leaving the chip where it fell, and in an instant was in the upper web and engaged in a deadly battle with its occupant. They had a terrible fight, and rolled over and over each other, biting and hugging with the utmost ferocity. At last in their tumblers they fell through the hole where the chip had been cut out, and down into the lower web, which seemed to frighten the upper spider, who was a little larger, and after a few more tumblers he got loose and escaped up a rope to his own quarters, minus the whole of one leg and the half of another. The lower spider climbed halfway up in pursuit, then stopped and seemed to reflect. He waited a moment, then concluded he too had enough, so he went back and cleared out the chip and mended his web."

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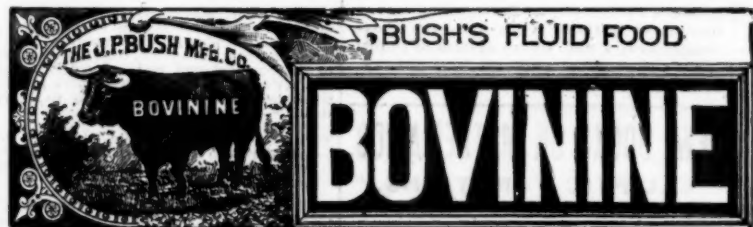
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